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ABSTRACT

By researching this project, a group of graduate students gained practical knowledge of administrative problems linked to declining enrollment while providing consultation for a Long Island, New York, school district. The two professors coordinating the project identified 13 component issues, each of which was assigned to a team of students; each team's work was preceded by a session of instruction in the issue at hand. Each team was to work directly with the school district; ultimately, however, communications were conducted by the professors to reduce annoyance for the district. This report's initial sections present a project description, a description of the school district, and a planning process recommended for the district. Succeeding chapters discuss the following aspects of the research: (1) two community surveys--one each by mail and telephone, (2) historical data on class (grade) size, (3) current enrollment projections, (4) school attendance areas, (5) neighborhood politics related to school decline, (6) facilities and space utilization, (7) individual building operating costs, (8) staffing patterns and needs, (9) effects of decline on educational programs, (10) private school enrollment, and (11) legal considerations. Also included are the researchers' evaluation of the project, an extensive bibliography, and participating students' vitae. (MCG)

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MANUAL ON DECLINING ENROLLMENT

Prepared for the

Lynbrook Union Free School District

by the

Hofstra School Decline Team

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APRIL 1982

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Deleted--
Contained personal data

DESCRIPTION OF PROJECT

Charol Shakeshaft

During the early summer of 1981, Betty Levinson, assistant superintendent in Lynbrook, contacted me concerning the possibility of a cooperative endeavor that would be beneficial to both Hofstra University students and to the Lynbrook School District. She explained that the district was experiencing declining enrollments and knew that decisions would need to be made in the future concerning school building utilization. She further explained that the district had budgeted no money to hire a consultant, but that they felt a need for some outside expertise. I promised to think about whether or not Hofstra could be helpful to the Lynbrook School District, and we agreed to meet in late August.

I contacted David Gardner and the two of us proposed to help Lynbrook if: 1) our students could be directly involved in the project, thus allowing them first-hand experience in the administrative issues of decline; 2) one of our students could do a case study of the district for a dissertation; and 3) the superintendent would write a letter of recognition and appreciation for each student to put in her/his placement file. In return, we would provide a planning framework and gather all the pertinent data for decisionmaking in the district. I met with Betty on August 27 and communicated this information.

On September 10, David and I met with Betty Levinson, Bernard Seiderman (Lynbrook superintendent), and John Branciforte (assistant superintendent for business) to further work out the details. At that time, we agreed on a time-line and made arrangements to present the planning framework to the Lynbrook Board of Education for their approval on September 23. David and I subsequently met with the Board of Education on September 23. At that time our recommendations for the process, the data to be gathered, and the return to Hofstra students were unanimously accepted.

On September 11, we sent out letters to students whom we thought might be interested in participating in the project, calling a meeting for 17 September. We did not anticipate a large turnout and were surprised that 100% of those to whom we sent letters came to the meeting. All but one of those students agreed to participate in the project; additionally, two other students joined the group a few weeks later. Thus, we found ourselves working with a group of 20 students who were interested in participating in a project which would give them experience with the administrative issues

surrounding decline. None of these students were to receive class credit for their efforts, nor did the contributions that David and I made lessen our teaching load. Later in the year, however, we were able to make arrangements so that students who needed educational administrative electives could receive credit for one of two courses -- The Politics of Decline (offered during the January 1982 X semester) and The Management of Decline (offered in the Spring 1982 semester). Additionally, two students were able to use some of their experiences toward partial completion of a district internship. However, the students initially agreed to be part of the project without any promise or expectation of course credit, and consequently did the work in addition to their full-time jobs as well as to their other coursework at Hofstra.

The framework which David and I set up for accomplishing the work which we had agreed to do for Lynbrook was to divide the work into 13 discrete tasks. Students chose one or more tasks on which they wished to work; team captains were appointed to head up the work; each task was given a teaching date, at which time a class session was held (taught by either David or me) to instruct the students in the particular issue at hand; each group was assigned a due date for completion of the task. Tables 1 and 2 articulate the task assignments as well as the teaching and due dates. The classes were open to all students, whether or not they were a member of the team which would carry out the task. Thus, each student had an opportunity to be involved in learning the issues as well as having a hand in carrying out the task.

We purposely set the teams up as independent units, stressing that each team leader needed to contact the district concerning data needs and cooperative arrangements. We felt that this approach was important since we wanted each student to have exposure to the Lynbrook administration as well as to have the experience of working with the system. Although this arrangement offered maximum participation by students, it proved unsuccessful. Administrators at Lynbrook found the constant request for information by different students frustrating and wished for central coordination. Additionally, communication among task groups did not occur (nor did we expect it to), and some pieces of information were requested several times. While we had anticipated and desired such a process, it ultimately proved unworkable from the Lynbrook perspective. Thus, toward the end of the data gathering period, requests for information were processed through me and given directly to Bern Seiderman.

As the data was gathered, it was sent to Lynbrook by either David or me. We were aware that some of the data was not used (or had been previously gathered by Lynbrook personnel), but we continued to meet the deadlines for all tasks as we had contracted

Table 1
Task Assignments and Time-line

Task	Contact	Teaching Date	Teacher	Report Due Hofstra	Report Due Lynbrook
1. Enrollment Projections	Louisa Kramer Vida	Thurs. Oct. 1 6-8	C.S.	Oct. 29	Nov. 2
2. Facilities and Space Analysis	Paul Reilly	Wed. Sept. 30	C.S.	Nov. 12	Nov. 16
3. Individual Building Operating Costs	Paul Reilly	Thurs. Oct. 15 3:30	D.G.	Nov. 27	Dec. 1
4. Historical Date Class Size	Stu Soman	Thurs. Oct. 1 6-8	C.S.	Oct. 14	Oct. 16
5. Staffing Patterns and Needs	Mary Ann Nolan	Thurs. Oct. 29	D.G.	Jan. 4	Jan. 6
6. Educational Program Implications	Julia Van de Water Jim Westpfahl	Thurs. Oct. 29	D.G.	Jan. 4	Jan. 6
7. Transportation Configuration 8. School Attendance Areas 9. Bus riders/walkers	Helen Browne Helen Flowers Helen Browne	Thurs. Oct. 22	D.G.	Oct. 29	Nov. 2
10. Community Survey -- Telephone	Carl Bonuso Eric Freidman	Thurs. Sept. 24	D.G. C.S.	Nov. 26	Nov. 30
11. Community Survey -- Mail	Toni Rea	Thurs. Sept. 24	C.S.	Dec. 11	Dec. 18
12. Legal & Statutory Aspects	Peter Pantina	TBA	W.L.	Jan. 4	Jan. 6
13. Other Educational Facilities	Barbara Walsh	Thurs. Sept. 24	D.G. C.S.	Nov. 26	Nov. 30

Table 2

TASK ASSIGNMENTS

TASK 1: ENROLLMENT PROJECTIONS
Louisa Kramer Vida, Chairperson
Carl Bonuso
Helen Flowers
Shelly Saffer
Arlene Genden Sage
Eric Freidman
Christine Desposito
Mary Ann Nolan
Kathy Dykes
Peter Pantina

TASK 2: FACILITIES AND SPACE ANALYSIS
Paul Reilly, Chairperson
Helen Flowers
Shelley Saffer
Julia Van de Water

TASK 3: INDIVIDUAL BUILDING OPERATING COSTS
Helen Browne
Helen Flowers
Peter Pantina

TASK 4: HISTORICAL DATA -- CLASS SIZE RANGES
Stu Soman, Chairperson
Carl Bonuso
Kathy Dykes
Shelley Saffer
Arlene Genden Sage
Louisa Kramer Vida

TASK 5: STAFFING PATTERNS AND NEEDS
Mary Ann Nolan, Chairperson
Christine Desposito
Kathy Dykes
Helen Flowers
Louisa Kramer Vida
Barbara Walsh

TASK 6: EDUCATIONAL PROGRAM IMPLICATIONS
Julia Van de Water, Chairperson
James Westpfahl, Chairperson
Kathy Dykes
Helen Flowers
Peter Pantina
Shelley Saffer
Arlene Genden Sage

TASK 7: TRANSPORTATION CONFIGURATIONS
Paul Reilly, Chairperson
Helen Browne

TASK 8: SCHOOL ATTENDANCE AREAS
Helen Flowers
Helen Browne
Paul Reilly

TASK 9: BUS RIDERS/WALKERS
Helen Browne, Chairperson
Helen Flowers
Paul Reilly

TASK 10: SURVEY: TELEPHONE
Carl Bonuso, Chairperson
Eric Freidman, Chairperson
Christine Desposito
Helen Flowers
Carolyn Grain
Mary Ann Nolan
Paul Reilly
Shelly Saffer
Arlene Genden Sage
Louisa Kramer Vida
Barbara Walsh

TASK 11: SURVEY: MAIL
Carl Bonuso, Chairperson
Toni Rea
Stu Soman

TASK 12: LEGAL AND STATUTORY ASPECTS OF THE PROBLEM
Peter Pantina, Chairperson
Christine Desposito
Mary Ann Nolan

TASK 13: OTHER EDUCATIONAL FACILITIES
Barbara Walsh, Chairperson
Helen Browne

to do in September. By the end of January, all data were gathered, and it was decided that we would assemble individual task reports into a manual on decline. Each student, as well as the administrators and board members in Lynbrook, would receive a copy of this manual. Further, it was decided that the team would meet during April to simulate the decisionmaking process in Lynbrook so that team members could further understand the decisionmaking process.

The team met on April 22, 1982, for a potluck dinner and simulation experience. Each member of the team, plus additional students who had taken the decline classes, received a copy of the manual prior to the meeting and was expected to read and absorb the data collected. Each student was assigned a role to play (e.g. citizen advisory member, superintendent, school board member, teacher, administrator), and the decision-process was simulated. This exercise capped the project.

DESCRIPTION OF LYNBROOK

Toni Rea

For those who are familiar with Long Island's south shore, Lynbrook may be simply that section of Sunrise Highway traffic lights between Valley Stream and Rockville Centre or, for commuters, a thirty-one minute LIRR ride to Penn Station. Most of the more than twenty thousand residents of this incorporated village are not likely, however, to take kindly to such a description.

Lynbrook USA, as it proclaims itself to travelers on Sunrise Highway, takes great pride in its community spirit and its village heritage. Much of that heritage was reviewed for its citizenry in a publication which appeared in March 1961 as part of the village's celebration of its "fifty years of progress since its incorporation in 1911" (Lynbrook Golden Jubilee cover). A copy of that document, on file at the Lynbrook Public Library, is one of the few sources locally available on the origin and growth of the community. Most of the historical information included here is from that publication.

Lynbrook's school system, like most Long Island schools, is not really part of the village municipality. In fact, Union Free School District No. 20, which includes most of Lynbrook and parts of other villages as well, was officially established nineteen years before the incorporation of the village. Even so, the history of Lynbrook's schools is linked closely with the development of the area now known as Lynbrook.

Its first school house was built in 1855, though the village was then a hamlet known as Pearsalls Corners. By 1872, a two-room school was needed, and two years later, this was made into sections for elementary and high school. The year before, the hamlet had established its own post office and was known simply as Pearsalls. Records of 1880 are said to have indicated that 226 persons were between the ages of 5 and 21 (Lynbrook Golden Jubilee, 1961, p. 41).

It was not until 1892 that Union Free School District No. 20 was formed -- nineteen years before the Lynbrook village lines were drawn. By 1894, Pearsalls population had grown to 900, and as transportation continued to improve, more and more people from Brooklyn came to live in Pearsalls Corners. In 1895, the village officially changed its name to Lynbrook, a transposition of the

syllables of Brooklyn. In the same year, a large frame building was erected and served as Lynbrook High School until 1909, when Atlantic Avenue School was built and became the high school. A passage from the Lynbrook Golden Jubilee Historical Program (1961) provides the following:

> The 1920 building boom in the village was reflected strongly in the needs of the school district. In 1922, the present high school was dedicated; its first addition was made in 1929, the second one in 1960. The old frame school and the brick Atlantic Avenue School were in use as an elementary school until 1929. The frame school was demolished to make way for the back wing of the Atlantic Avenue School. The West End School was put up in 1925, with wings added in 1932 and 1951; Marion Street opened its doors in 1927, and was enlarged in 1951. Waverly Park was built in 1954, and most recently, the North and South Junior Highs were completed in 1960-61. (p. 41)

The same document also points out that the village quadrupled in size between 1890 and 1911 and by 1961 had grown to twenty times the size it was at the turn of the century.

According to the Jubilee Program, a Citizens Survey Report was made for the school district in 1954 which noted:

> ... in education, occupations and income our citizens show Lynbrook up as a comparatively advanced urban community ... with a relatively homogenous population in a rather densely settled community. Among the leading occupations were 'managers, craftsmen, professional, clerical and sales.' (p. 37)

The Citizens Survey Report of 1954 appears almost one hundred years after the building of the first Pearsalls Corner schoolhouse. The year 1954 also marks the dedication date of the last elementary school built by the Lynbrook School District. The following year another citizens committee was formed -- in this case, to deal with the need for more school space.

In 1955, Lynbrook, like most American communities at the time, was struggling with the problem of overcrowded schools. Throughout the country, the postwar baby boom generation had already required school district after school district to raise bond issues for additional elementary schools. By the mid-fifties, the need for more space on the secondary school level became a critical factor in most communities.

Lynbrook had responded to the need for space by building Waverly Park Elementary School in 1954, and, according to a letter

from Board President John C. Perry dated December 5, 1955, the Board had convened a citizens advisory committee to study the proposal of a new high school as an answer to the overcrowded conditions of the current facilities. The records show that Lynbrook did not pass a bond issue for a new high school in 1955. Five years later, however, two new junior high schools were built, and some improvements were made on the existing high school facilities.

Over the years, the Lynbrook Board of Education continued to enlist the help of citizens advisory committees to study the problem of overcrowding at the high school, but the community at large could not be persuaded to approve the proposals presented at bond issue elections. From 1966 to 1974, five separate bond issues for an addition and improvements to the high school building were defeated. In January 1975, the Board tabled any plans to resubmit the bond issue proposition that had failed by nineteen votes after two years of work by the citizens advisory committee. Instead, the Board appointed a new citizens advisory committee to study the effects of "the reality of a gradual declining enrollment in the elementary schools." (Lynbrook School News, August 1975, p. 1).

On March 10, 1976, the Lynbrook Board of Education adopted a proposal on reorganization which, in effect, redistributed students among the buildings of the district. Elementary students in the oldest building of the district, Atlantic Avenue School, were reassigned to the three other elementary buildings, and Atlantic Avenue School was converted into an annex for the high school a block or so away. The plan adopted was not the proposal recommended by the citizens advisory committee. As a result, a member who had served on the committee organized an appeal to the State Commissioner in order to stop the Board from implementing its plan. Commissioner Nyquist denied the citizen's request, however, and upheld the Board's right to implement its decision.

Finally, the problem of the overcrowded high school was resolved "at no cost to the district taxpayers" (Lynbrook School News, April 1977, p. 1) through a federal grant. A Public Works Employment Act Grant for $4,570,000 was awarded to the school district in 1977 for the renovation and modernization of the high school facility. This did not solve, however, the continuing problem of declining enrollment in the elementary schools.

In the April 1981 "proposed budget" issue of the Lynbrook School News, an open letter from second term Board President Charles Spector refers to the "slow but continuous declining enrollment" (p. 1) and a strong belief by the Board that the question of building utilization be thoroughly examined. Furthermore, Spector's letter reads:

> The Board of Education, drawing upon interested and concerned citizens, hopes to accomplish this through the formation of a Citizens Advisory Committee on Building Utilization. The committee will examine our present school structure in depth, and will, as a Board of Education advisory committee, make recommendations to the Board for its consideration. (p. 1)

During his first term as Board president, Spector had led the Board in conducting a search for a new superintendent to replace the retiring Walter H. Hawthorne. The Board appointed Dr. Bern Seiderman, an assistant superintendent in a district that had already conducted two separate school closing procedures. Moreover, the other two central administrators in Lynbrook at this time had both been in the district for many years and had had key responsibilities in the Atlantic Avenue School closing. In fact, Betty Levinson had been principal of Atlantic Avenue School and became Assistant Superintendent of Schools when it closed.

This is the background, then, of the Lynbrook School District situation which led to the appointment on October 1, 1981, of thirty-two school district citizens to the Building Utilization Committee (BUC) with the following charge by the Board of Education:

1) Examine the demographic configurations of the Lynbrook Public Schools.

2) Examine the real estate values of each school including the possible sale or rental of buildings and land.

3) Determine the cost savings actualized for the closing of and selling/rental of one or more buildings.

4) Consider non-economic issues such as the value of retaining neighborhood schools while seeking other avenues effecting building cost reductions.

5) Be cognizant of the educational and physical assets and liabilities of our schools.

6) Prepare recommendations for the Board of Education to consider in a timely fashion. The suggested time line should include a recommendation preferably by January 15 but in any event, not later than February 1st.

This charge was read by Board President George Berch at the organizational meeting at Atlantic Avenue School (which was converted to house the district offices) on October 1, 1981.

In its effort to have broad representation of the community, the Board had asked various community groups to select representatives to serve on the committee. The group of thirty-two appointed members consisted of six PTA representatives, one from each of the six schools; two PTA Council representatives; six teachers, one representing each of the six schools; two senior citizens; one member of the clergy; one Chamber of Commerce representative; one Board of Realtors representative; as well as ten citizens who were chosen by individual Board members. (Each of the seven Board members had been allowed to select two citizens to serve on the committee at their request. Some Board members selected one citizen rather than two, resulting in a total of ten individuals.) In addition, three citizen volunteers were appointed to the committee, after expressing their desire to serve.

Three other categories of people met with the committee in its series of scheduled meetings: the school public relations specialist, individuals designated as resource people, and one Hofstra University doctoral student who was to participate as an observer. The resource people consisted of Board of Education members, should they choose to attend; one elementary principal, one middle school principal, and one assistant principal at the high school; and all three central administration officials--Dr. Seiderman, Ms. Betty Levinson, and Mr. John Branciforte, Assistant Superintendent for Business. All resource people were instructed to provide information and clarification but no personal opinions in responding to committee members' questions.

Two Hofstra University professors agreed to provide expertise in research techniques and suggestions for process as well as information that would be gathered by a "decline team" of doctoral students from the Department of Educational Administration at Hofstra. The details of this arrangement are explained elsewhere in this booklet by Dr. Charol Shakeshaft and Dr. David Gardner.

The BUC, as it was referred to by Dr. Seiderman, was tentatively scheduled to meet on twelve occasions during the months of October through January, usually on Tuesday or Thursday from 8-10 P.M. After the first organizational meeting, the BUC met in the high school cafeteria to facilitate small group meetings in one large area.

The committee itself had been divided into four groups from the outset by the administrative team. This modus operandi continued throughout the October-December sessions. The work of the committee was coordinated by Dr. Seiderman who opened each meeting; provided the members with new informational materials from the Hofstra team, community resource people, or data from the district's own records and research efforts; clarified general

questions or meeting time conflicts; and generally kept the groups on task by reviewing the specific goals for each session. The committee would then assemble into its four groups and proceed with that evening's work. The overall goal of the work sessions was for each group to evolve the possible solutions or alternative plans for more effective utilization of the district's building facilities. Eventually, the committee as a whole would attempt to reach consensus on a "best" solution to recommend to the Board.

This process was followed and, with the exception of two occasions, one in mid-December and one in late January, the committee did not engage in full committee discussions. One of these committee-of-the-whole discussions centered on the review of each individual group's "plan," and the other full committee discussion occurred after small group representatives had drafted the recommendation for the Board. This draft was discussed and, with some minor modifications, was approved for presentation to the Board at the next public board meeting on February 10, 1982. Discussion of the recommendation, by the Board and by the public, was to take place at a public meeting to be held after its presentation on February 10, probably at the next public board meeting on March 10, 1982.

As of this writing (February 26, 1982), that March meeting had not taken place, and both the committee and the community were anxiously awaiting the Board's reaction to the committee's recommendation. That recommendation was described by some as a moderate one, since it does not prescribe that any school housing children be closed. In effect, the plan calls for the sale of the Atlantic Avenue property. If that recommendation is accepted by the Board, the residents will again be called upon to be part of the decision-making process. By law, the sale of public school property must be approved by the residents in a referendum. Most knowledgeable residents agree, however, that the most crucial point in the process will be coming up on March 10, when the discussion and interaction on the issue "goes public."

References

Lynbrook Golden Jubilee Historical Program. Privately printed program commemorating fifty years of progress since the incorporation of the village of Lynbrook, Lynbrook, New York, 1961.

Lynbrook School News, August 1975, p. 1.

Lynbrook School News, April 1977, p. 1.

Lynbrook School News, April 1981, p. 1.

DECISION-MAKING PROCESS

Charol Shakeshaft

Planning for decline has been seen as an essential but often neglected task by both researchers and school people. For instance, Keough (1978) recommended long term planning which is data-based so that school administrators can manage indecision, changes, and ambivalence toward the issue of declining enrollment. O'Neil (1981), Rideout, Murray, Sylvester, and Harris (1975), and Berman and McLaughlin (1978) concur. The planning format which the Decline Team recommended for the Lynbrook case was build around a summary of activities pertinent to the planning process suggested by Close (1977):

> Preplanning--This stage involves competent leadership, knowledgeable personnel, resource awareness, and process guiding policies and procedures.
>
> Goals and Objectives--Their development is an important and continuous activity which includes considering variables which are known but uncontrollable, unknown but controllable, as well as known and controllable.
>
> Data Collection--Careful monitoring of the collection effort will help assure that useful and accurate data are gathered.
>
> Implementation Strategies--The response to strategy adaptation can be programmatic, adaptive, or creative, but must satisfy the criteria stated in the objectives.
>
> Evaluation and Recommendation--The selection process blends systematic evaluation together with artful judgment over a range of criteria.
>
> Feedback--This activity is essential to keep decision-makers informed throughout the dynamic continuous process.

The major source for the planning format, however, was derived from work by O'Neil (1981).

PHASE I: PRE-PLANNING

This phase involved actions prior to the implementation of the actual planning process and is included because it is a necessary

step in providing a firm foundation for the events that follow. Activities that the Team recommended be included in this phase were culled from a variety of sources, but particularly from O'Neil's (1981) dissertation on planning for decline.

Activity 1: Develop School Board Policy to Deal with Declining Enrollment.

The Team recommended that the Lynbrook Board of Education, in cooperation with the Superintendent, develop a policy or guidelines which would help planning participants make decisions concerning declin[illegible]. The recommendation was not acted upon by the Board of Education. The following were the areas the team suggested be included in the formulation of such a policy:

1. The policy should include a process which defines the decision to be made and the opportunities for involvement by the staff and the public. This plan should be highly visible and encourage participation of affected parents.

2. The policy should include assurance that special programs offered to students at one school will be continued in the receiving school.

3. The policy should insure that receiving school personnel assignments should be made as soon as possible after closure to reduce parent, student, and staff apprehensions.

4. The policy should include a plan for informing parents and students about the receiving school(s), including opportunities to meet the principal and teaching staff. Teacher-student exchanges in receiving school(s) classrooms for transferring students and their parents, and personal parental contacts by principals of both receiving and transferring schools are examples of mitigating measures.

5. The policy should allow for requests by receiving and closing school staff members for transfers to another school to be granted in so far as possible, so that an accepting climate is maintained.

6. The policy should assure that class size and range will not be altered appreciably by the reorganization plans.

7. The policy should include assurance that every effort will be made to guarantee that pupils involved in the transfer will only be displaced once during their elementary school careers.

8. The policy should include a plan to assure speedy utilization or disposition of a building following closure.

Activity 2: Define Role of Principal Planners

It was suggested by the team that the principal planners be identified and that their responsibilities be made clear. The Superintendent and the Lynbrook Board of Education were designated as the chief planners and responsibilities of each, as suggested by the Decline Team and agreed upon by the Board, are outlined in Tables 3 and 4.

Activity 3: Define and analyze the Problem, Purposes and Dimensions of the Project.

It was suggested by the Hofstra Decline Team that the planning process be for the purposes of gathering data to make decisions on how to respond to declining enrollment, rather than on school closing per se. It was also suggested that the School Board identify the forces (using worksheet 1) that keep the solutions from occurring. The latter suggestion was not followed.

The Hofstra Decline Team identified the data that needed to be collected (see Table 5) and, although the Decline Team provided this data and the School Board agreed to utilize it within the planning process, communication barriers prohibited full usage.

Activity 4: Determine the advisability of Involving a Consultant in the Project and Outline the Consultant's Role

The Lynbrook administration had already determined that a consultant would be an important part of the process. In consultation with the Hofstra Decline Team and based upon the Team's philosophy of consultant-school relationships, it was decided that the Hofstra Team would 1) Provide a planning framework; and 2) Provide the data needed to make district decisions on declining enrollment. Table 6 outlines the consultants' responsibilities.

Activity 5: Identify the Resources Necessary to Carry Out the Planning Project.

The Decline Team recommended that the necessary resources be delineated, including direct cost of services as well as indirect cost via personnel time. This was not done.

Table 3

ROLE OF THE LYNBROOK BOARD OF EDUCATION

1. Decides upon the purposes and dimensions of the planning project to contend with declining enrollment after considering the alternatives and recommendations of the Hofstra Consulting Team and of Dr. Seiderman and his staff.

2. Identifies the planning participants, the method of selection and the patterns of involvement in cooperation with Dr. Seiderman.

3. Confirms the appointment of all members participating in the planning project.

4. Authorizes and approves the expenditure of all resources used to carry out the planning project.

5. Serves on planning sub-committees in an ex-officio capacity.

6. Receives interim and final reports from all planning sub-committees and shares this information with interested parties.

7. Participates in all public hearings and meetings that result from the planning project.

8. Considers the recommendations that are an outcome of the planning process and makes all final decisions in regard to this matter.

Table 4

ROLE OF DR. SEIDERMAN, SUPERINTENDENT OF SCHOOLS

1. Identifies the problem, purposes and dimensions of the planning project and makes recommendations to the Board of Education.

2. Works with the Board of Education to identify planning participants, the method of selection and the pattern for involvement in the planning project.

3. Initiates the planning process.

4. Identifies and recommends to the Board of Education the resources needed to carry out the planning project.

5. Monitors the ongoing planning process and its conclusion.

6. Identifies the data that is needed for the study and determines the most expeditious methods and means of collecting it.

7. Charges each planning committee with specific responsibilities and coordinates their activities; if more than one committee is chosen, works with each.

8. Establishes an effective communication network among the planners and with the community.

9. Serves as an ex-officio member of the planning committee which will recommend alternative plans of actions to the Board of Education.

10. Participates in all public meetings and hearings.

11. Translates the planning recommendations approved by the Board of Education into organizational realities.

12. Evaluates the effectiveness of the planning process and the alternatives selected to solve the problem.

Worksheet 1

ANALYSIS OF THE PROBLEM

PROBLEM STATEMENT: What is the best way to keep all the costs of education and the quality of the educational program in balance with the declining enrollment in the district?

There are numerous forces at work that will assist you in solving your problem (facilitating forces) as well as forces that will prevent you from reaching a more ideal state (restraining forces). In the spaces below, list five of these facilitating and five restraining forces. In the spaces to the left of each letter quantify each force according to its importance toward either reaching or preventing a solution to the problem. In each case, use the number 1 through 5 in descending order with number 1 being the most important and number 5 being the least important.

Facilitating Forces

____a. _____

____b. _____

____c. _____

____d. _____

____e. _____

Restraining Forces

____a. _____

____b. _____

____c. _____

____d. _____

_____

____e. _____

Table 5

DATA NEEDS

DATA NEEDS	PERSONNEL SOURCE
1. Enrollment Projections	1. Assistant Superintendent for Business and Census Clerk
2. Facilities and Space Analysis	2. Building Principals, Assistant Superintendent for Business, Superintendent of Buildings and Grounds
3. Individual Building Operating Costs	3. Assistant Superintendent of Business and Superintendent of Buildings and Grounds
4. Historical Data -- Class Size Ranges	4. Building Principals
5. Staffing Patterns and Needs	5. Assistant Superintendent for Business and Assistant Superintendent
6. Staff Seniority Lists	6. Assistant Superintendent (Director of Personnel)
7. Educational Program Implications	7. Assistant Superintendent in charge of Instruction and Bldg. Principals
8. Transportation Configurations	8. Assistant Superintendent for Business
9. Sociological, Political, and Educational Factors Present in the Community	9. Board Members, Administrative Staff, P.T.A., Building Utilization Committee, Community Survey
10. Legal and Statutory Aspects of the Problem	10. School Attorney and State Education Department
11. Current Debt Service Schedule	11. Assistant Superintendent for Business
12. School Attendance Areas	12. Building Principals
13. Bus Riders and Walkers by Attendance Areas	13. Transportation Director and Building Principals

Table 6

ROLE OF HOFSTRA UNIVERSITY CONSULTING TEAM

1. Provides expertise to Dr. Seiderman, the Lynbrook Board of Education, and the Citizen's Advisory Planning Group (Building Utilization Committee -- BUC) in the planning process and in skills needed for BUC and school personnel in data collection and analysis.

2. Assists with data collection and analysis.

3. Structures and conducts local surveys at the request of the principal planners.
   Mail survey of entire community for public relations and community involvement purposes.
   Telephone or smaller survey so that results of the mail survey can be trusted.

4. Assists with the development of an effective communication network among the different planning groups as well as the school community.

5. Suggests strategies for selecting representative community committees.

6. Assists with the development of a time line to manage planning activities.

Activity 6: Identify the Planning Participants and Their Responsibilities

The Decline Team recommended that a Citizen's Advisory Committee be selected to study the data on decline and make recommendations to the Board. The Team suggested that the pre-planning and facilitation work be done by the central administration at Lynbrook, that the Hofstra Decline Team provide data, and that the Citizen's Advisory Committee study this data and recommend action to the Board. Lynbrook adopted this approach in theory, but not in practice. While a Citizen's Advisory Committee was selected by the administration to include prominent and representative members of the community and named BUC (Building Utilization Committee), the central administration, as well as the Decline Team, provided data to them. Often this data overlapped, was repetitive, or contradictory. Further, BUC met before all data was collected and, therefore, the decision-making process was not smooth. Table 7 lists the responsibilities of BUC as recommended by the Decline Team.

Activity 7: Develop Communication and Coordination Patterns Both Within and Outside of the Organization

The Decline Team suggested the following to keep communication open during the process:

1. Regular and special editions of the school district newsletter should be used to introduce the problem to the public and to keep all concerned informed of the progress of the study.

2. The media should be kept informed of all actions and given regular briefings.

3. A board member should be assigned to BUC and to any other sub-committees formed as an ex-officio member (superintendent can play this role). This person would then make regular reports to the entire board membership in a public board meeting to keep them informed of the study progress.

4. Planning sub-committees should have a representative on all other planning committees if more than BUC is set up.

5. BUC (and any other planning committees) must appoint a recorder to take notes and issue reports after each meeting to all other planning committees (if there are others) and to the Board of Education.

6. A telephone "hot line" may be established and answered by central office personnel to answer questions from members of the community during the course of the planning project.

7. Bulletins containing questions received on the telephone "hot line" and answers given may be issued regularly to the staff and public.

8. Dr. Seiderman should hold regular meetings with parent representatives from each school parent-teacher organization (if such a breakdown) to explain the planning project and the progress made to date by each committee (or BUC).

9. Dr. Seiderman should hold regular meetings with the teaching staff in each school and the union executive board (upon invitation) to keep these groups informed regarding the project.

10. Public meetings should be held periodically to inform the community as to the progress made in regard to the study.

11. All discussions of the declining enrollment study by the Board of Education should take place in open public board meetings.

12. Public hearings should be held by the Board of Education to consider the findings and recommendations of BUC.

Table 7

ROLE OF BUILDING UTILIZATION COMMITTEE (BUC)

1. Assists with conducting a community telephone/mail survey(s).

2. Participates in collecting and analyzing the data needed to carry out the study in the areas assigned.

3. Reports progress on planning activities in concert with Dr. Seiderman.

4. Establishes criteria for identifying facilities where changes should be considered.

5. Identifies and prioritizes alternatives for use of excess classroom space.

6. Develops alternate courses of action to cope with the problem of declining enrollment on the evidence collected through the study and presents these recommendations to the Board of Education.

7. Determines a process for involving the community in developing an awareness and understanding of the problem and for providing input prior to making any changes in the current school organization.

PHASE II: IMPLEMENTATION

This phase was suggested as the implementation process of the project. Thus, during Phase II, data were to be gathered and decisions made.

Activity 1: Establish the Building Utilization Committee and Develop a Time Line

The Lynbrook central administration planning committee called together BUC, and the Hofstra Decline Team provided a time line for the project. Even though the time line was a compromise procedure for the Decline Team (it shortened a two to three year process to six months), it was not followed by the district anyway. Thus, it was an exercise only. Table 8 is the time line provided by the Hofstra Decline Team to the Lynbrook administration and Board of Education.

Activity 2: Collect the Data

The data which was decided upon during the pre-planning process as essential to decision-making was collected by the Hofstra Decline Team. Table 1 is the Hofstra team's responsibilities and time line. The actual data and the collection methods employed will be presented in another section of this report.

Activity 3: The Building Utilization Committee Identifies Alternative Courses of Action to Deal with the Problem and Presents their Recommendations to the Board of Education.

The Hofstra Decline Team provided the central administration with the five types of decisions that could be made and a worksheet for making the decisions. Neither were used by BUC. The following are the five categories of possible decisions while Table 9 is the suggested decision-worksheet for use by the committee:

1. <u>The Status Quo</u>

   The school district can continue to operate all elementary buildings as it is doing at the present time. Staffing adjustments in terms of releasing and/or transferring staff members should continue to be made in proportion to the decline in the pupil enrollment or, in some cases, new programs may be introduced.

Table 8

TIME LINE PLANNING FORM

FUNCTIONS	ASSIGNED RESPONSIBILITY	REQUIRED RESOURCES	FUNCTION TIME LINE - MONTHS
			Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May
1. Develop a time table for planning events	Hofstra Consulting Team		
2. Conduct a community survey of attitudes	Hofstra Consulting Team Lynbrook support staff/ typing, mailing, printing	School Telephones; Survey Format; Printing & Mailing	
3. Develop three year pupil enrollment projections	Hofstra Consulting Team Asst. Supt. for Business	Census Data	
4. Produce a facilities and space analysis	Supt. of Buildings and Grounds Hofstra Consulting Team		
5. Produce individual building operating costs	Hofstra Consulting Team Asst. Supt. Business Supt. Building & Grounds		
6. Develop a staff seniority list	Personnel Officer in Lynbrook		
7. Develop transportation configurations	Asst. Supt. Business Hofstra Consulting Team	Additional Clerical Help	
8. Produce class size by grade or subject for the past 5 yrs.	Hofstra Consulting Team Building Principals		
9. Determine legal aspects of the study	School Attorney Hofstra Consulting Team	Extra Time According to Fee Schedule	

Table 8 (contd.)

TIME LINE PLANNING FORM

FUNCTIONS	ASSIGNED RESPONSIBILITY	REQUIRED RESOURCES	FUNCTION TIME LINE - MONTHS Aug. Sept. Oct. Nov. Dec. Jan. Feb. Mar. Apr. May
10. BUC suggests alternate BUC courses of action to solve problems			
11. Board of Education makes a decision on problem solution			
12. Inform community			
13. School closing activities (if applicable)			(Through September, 1982)

Table 9

DECLINING ENROLLMENT ALTERNATIVES AND CONSIDERATIONS

CONSIDERATIONS / ALTERNATIVES	PROGRAM IMPLICATIONS	EFFECT ON PUPILS	STAFF MORALE	UNION REACTION	FINANCIAL CONSIDERATIONS	LEGAL RESTRICTIONS	ANTICIPATED PUBLIC REACTION	TIMELINESS	OTHER CONSIDERATIONS

Activity 3 (cont.)

2. The Status Quo Plus

The school district can continue to operate all elementary buildings and pursue more rigorously some additional economics particularly in the schools with the smallest enrollments. For example:

a. Assign one administrator to the two buildings with the lowest pupil enrollments.

b. Share one reading teacher between the two buildings with the lowest pupil enrollments.

c. Reduce the total amount of non-teaching time currently assigned to the two smallest buildings.

3. Modify Attendance Areas--Close Down Building Space

The school district can identify one or more of the elementary schools as "walker schools," redistribute the remaining pupils among the other elementary schools and close down the unused portion of the "walker school(s)".

4. Use Surplus Building Space for Other Purposes

Assuming that surplus space is available in most buildings, the possibility exists to lease the unused areas to other governmental agencies or commercial concerns. If the latter is considered, zoning regulations must be taken into consideration.

5. Close a School Building

Close one of the elementary schools and redistribute the pupils among the remaining buildings.

(O'Neil, 1981, pgs. 311-312)

PHASE III: SCHOOL CLOSING ACTIVITIES

The Hofstra Team was not involved in Phase III which would include the following activities:

Activity 1: Identify the tasks that must be completed, the deadline dates, and the persons responsible for implementing the reorganization plans.

Activity 2: Develop criteria for transferring pupils to the buildings which will remain open.

Activity 3: Develop a procedure for transferring pupil records and instructional equipment and supplies.

PHASE IV: DISPOSAL/RETENTION OF SCHOOL PROPERTY

The Hofstra Team was not involved in this phase, but recommended appointing a Citizen's Advisory Committee to analyze options, as in Phase II, and present their recommendations to the Board of Education.

PHASE V: EVALUATION OF THE PLANNING PROCEDURE

The Hofstra Team evaluated its own efforts, the results of which are presented elsewhere in this manual. An example of a school district evaluation might be the one shown in Table 10.

Table 10

IMPLEMENTATION FEEDBACK REPORT
(Fill out upon completion of task)

STAGE _____ _____

TASK _____ _____

_____

RESPONDENT _____ DATE _____

DESCRIBE ACTION TAKEN:

LIST PERSONS INVOLVED:

ANALYZE QUALITY OF RESULTS (RELATE TO OUTCOME OF ACTIVITY):

SUGGESTED MODIFICATIONS:

Use a separate form for each set of instructions associated with the task. Submit completed form(s) to the Chief School Officer.

References

Berman, P. and McLaughlin, M. The management of decline: Problem opportunities, and research questions. Declining Enrollments: The challenge of the coming decade. S. Abramowitz and S. Rosenfeld, (Eds.), National Institute of Education, 1978.

O'Neil, J.D. The construction of a conceptually based planning manual to assist school managers in planning for a declining student enrollment (Doctoral dissertation, State University of New York at Buffalo, 1981).

COMMUNITY SURVEYS

The desire to offer as many avenues as possible for the expression of community opinion led to the design, implementation, and analyses of two separate community surveys. The implementation of two surveys reflected the divergent, but not mutually exclusive goals for the survey held by the Lynbrook School District and the Hofstra School Decline Team. The central goal of the district was to provide an opportunity for any individual in the district to express his or her opinion. This opportunity was provided through a mass third class mailing of a questionnaire sent to addresses. The Hofstra group, on the other hand, was concerned that the information received accurately reflected the actual distribution of opinions in the community. Thus, a systematic random sample was selected and a telephone survey conducted using a modified version of the mail questionnaire. While the Hofstra team was equally concerned that members of the community have the opportunity to express their opinion, it was felt that the increased control employed in the telephone survey decreased the liklihood of opinions being given disproportionate weight.

In the following sections, each survey is addressed. Included is information regarding the response rate and discussions of both the findings and problems associated with the data.

AGENDA

(Meeting of Survey Team 27 October)

I. The Mail Survey

- Distribute copies

- 6615 residents
  781 returned (after first 10 days)
  Problems encountered
  Follow-ups

II. The Telephone Survey

- Distribute Guidelines and review

- Writing Telephone Script

- Testing Telephone Script

- Arranging Telephone Survey Schedule

  Dates - 3 consecutive nights week of 9 Nov.
  Time - 5-9 PM
  Location
  Scheduling Callers
  Number of Calls to be made
  Listing to be used
    by telephone exchanges
    by residents
    voter lists...?

- Constructing Packets for Callers

  Script with specific instructions
  Possible questions and answers
  General principles to follow, problems to anticipate

- Setting date for next meeting week of 2 Nov.

COMMUNITY SURVEY-MAIL

Charol Shakeshaft

Research Design and Sample

This report is based upon a survey of the members of the Lynbrook School District. The questionnaire was developed after a search of the literature revealed no survey questionnaire model that would be appropriate for the purposes of the school district. Thus, a series of questions patterned after those used in various Gallup Polls of the public's attitudes toward schools and the Seattle Neighborhood Survey were constructed by the research team in conjunction with school district officials. The survey was prepared and mailed by the district's printing and mailing services.

Of the 6,475 questionnaires mailed to the citizens of Lynbrook, 911 or 14.07% useable surveys were returned. While the number of returns were sufficient to represent the views of the community, the distribution of those surveys returned were not. Thus, the results of this survey must be viewed from the perspective that they are not representative of what the community as a whole believes about the school district, but rather what a select group of people, motivated by a variety of reasons, believe about the Lynbrook Public Schools.

For instance, two ways in which those who returned the survey were different from the population in general were that, first, they were more likely to be parents and second, they were more likely to reside in the Waverly Park attendance area than did the population as a whole. For instance, while the actual percentage of households with children in the Lynbrook schools is about 33%, the percentage of parents answering the survey was 46.2%, resulting in an over-representation of parents. A similar over-representation should be noted in the responses from the different school attendance areas. A significantly larger percentage of the residents of the Waverly Park school attendance area returned the survey than did residents in other school attendance areas (see the results of question 13 for the actual return rates).

This over-representation of both parents and Waverly Park residents biases the results of the survey. For instance, a comparison of the responses of the Waverly Park residents with

residents from other school attendance areas shows that Waverly Park residents were more likely to:

- believe that the quality of the schools is a factor in deciding to live in Lynbrook
- have voted in the last school budget election.

On the other hand, further analysis shows that there are no differences between the opinions of Waverly Park residents and those in other areas on questions concerning:

- importance of neighborhood schools
- importance of class size
- effect of quality of schools on property values.

Nevertheless, in understanding and interpreting the results of the survey, readers must keep in mind three factors which render the results unrepresentative and therefore unreliable as a picture of the beliefs and opinions of all Lynbrook residents toward their schools. The three factors are:

- A higher percentage of Waverly Park residents responded to the survey than did residents of the other attendance areas;
- A higher percentage of parents responded to the survey than did non-parents;
- While representatives of 911 households returned the questionnaire, representatives of the 5,564 remaining households did not. A comparison of those who returned the survey with those who did not but were contacted by telephone uncovers differences in responses between these two groups.

Thus, this report, as was stated previously, represents the views of those who were motivated or interested enough to participate in the survey and the results should be interpreted accordingly.

Summary Findings of the Questions

Question One How long have you lived in the Lynbrook School District?

Data Analysis

Response	%
Over 25 Years	27.5
From 16-25 Years	20.2
From 11-15 Years	15.9
From 6-10 Years	19.0
Fewer than 5 Years	17.4

Interpretation

As can be seen from the above figures, the majority of the respondents have lived in Lynbrook a considerable length of time. For instance, nearly 64% have lived in Lynbrook eleven years or longer, while only 17.4% have lived in the district fewer than 5 years.

Question Two Do you own your own house?

Data Analysis

Response	%
No	7.1
Yes	92.9

Interpretation

The majority of those who responded are homeowners; only about 7% do not own their own home. Thus, the majority of the respondents are taxpayers, for whom the school budget is likely to be a significant community decision.

Question Three Do you own your own apartment or do you rent an apartment?

The results of this question will not be reported because we found that the question caused confusion among respondents. Since the previous question was often read as "Do you own your own home?", apartment owners checked yes to question two. This question then became a source of confusion. Thus, because of comments and obvious problems with the question, we have deleted analysis of it.

Question Four Do you have children in the Lynbrook Public Schools?

Data Analysis

Response	%
Yes	46.2
No	53.8

Interpretation

While the majority of respondents to this survey do not have children in the schools, there is really not much difference between the response rate of the two. What is significant here, as mentioned previously, is that of those who responded to the survey, 46.2% were parents while the actual percentage of households with parents is closer to 33%. Thus, people with children in the Lynbrook schools were more likely to respond to this school-community survey than were people without children in the Lynbrook schools.

Question Five How satisfied are you with your community as a place to live?

Data Analysis

Response	%
Very Satisfied	71.3
Somewhat Satisfied	25.1
Not So Satisfied	2.4
Not at All Satisfied	1.2

Interpretation

Although most of the residents of the community responded that they were generally satisfied with the community as a place in which to live, parents, more so than non-parents, said that they were satisfied with Lynbrook ($p = .02$; Contingency Coefficient = .1034).

Question Six — To what extent is the quality of the public schools a factor in your decision to live in your community?

Data Analysis

Response	%
Very Important	67.2
Important	21.5
Not Very Important	11.3

Interpretation

The majority of those who responded believed the quality of schools to be a factor in their decision to live in the community. There were no differences in the responses of parents and non-parents or between the residents of the four attendance areas.

Question Seven — What is your source of information about the Lynbrook schools?

Data Analysis

Sources of Information	%
Newspapers	64.5
Students	59.3
Parents of Students	58.4
Teachers	35.9
School Board	26.1
School Newsletter	7.4
Other	6.4
PTA	6.3
None	4.8
Radio/TV	3.1

Interpretation

Since on this question respondents could check as many sources of information as were applicable, the percentages do not add up to 100. As can be seen from the table, the three most named sources of information about the Lynbrook schools are: newspapers, students, and parents of students. Thus, the reports about the schools that students take home are important not only in and of themselves, but also because parents, whose children's impressions of the schools often influence their own impressions, are also an important source of information about the schools. Since parents are over-represented in this sample, it should not be surprising that students and parents of students are named as an important source of information about the schools. The low percentage of people who indicated that the school newsletter was a source of information about the schools may be an indication of its lack of usefulness or an indication that people did not think of it when asked to respond to this question.

Question Eight To what extent do the schools in the community enhance the property value of homes in the Lynbrook/East Rockaway area?

Data Analysis

Response	%
A Great Deal	66.4
Somewhat	26.9
Not So Much	4.3
None at All	2.4

Interpretation

The majority of the respondents (93.3%) believe that the schools enhance the property values of the homes in the area. This, it is hoped, is an indication of the personal interest each homeowner would have in keeping the quality of the schools high, regardless of whether the homeowner had children in the Lynbrook schools.

Question Nine — Which of the following do you believe to be the strong points of the Lynbrook schools?

Data Analysis

The choices which the respondents had on the question are listed in order of preference.

Strong Points	%
Teachers	58.7
Curriculum	41.3
Class Size	35.8
Neighborhood Schools	32.5
Discipline	21.2
Community Support	20.7
School Buildings	14.5
Don't Know	12.8
Other	3.4

Interpretation

Respondents listed teachers and curriculum as the top two strong points of the Lynbrook schools, followed by class size and neighborhood schools, the latter two which could possibly be affected by the declining enrollment situation in the district.

Parents were more likely than non-parents to believe that these four points (teachers, $p = .0000$, phi = .16937; class size, $p = .0000$, phi = .2297; curriculum, $p = .0000$, phi = .1486; and neighborhood schools, $p = .0000$, phi = .1926) were the major strengths of the district. There were no differences between parents and non-parents in their perceptions of the importance of school buildings, discipline and community support of the school district.

In addition to parental status, attendance area residency provoked differing responses to this question. Residents in the West End School attendance area, for instance, were more likely than other residents to view class size as a strong point of the district.

Question Ten What do you believe are the biggest problems facing the Lynbrook Schools?

Data Analysis

The choices which the respondents had on this question are listed in order of preference.

Problems	%
Lack of Discipline	33.9
Parents Not Interested in the Schools	33.4
Lack of Money	31.0
Don't Know	21.1
School Buildings	13.7
Class Size	13.3
Curriculum	13.1
Transportation	11.7
Other	3.5

Interpretation

Respondents listed lack of discipline in the schools, parents not interested in the schools, and lack of money as the three biggest problems facing the Lynbrook public schools. Of note is that 21.1% of the respondents said they didn't know what the biggest problems of the district were. A comparison between the beliefs about the strengths and weaknesses of the school district finds that a higher percentage of those who responded to the survey listed more strengths than weaknesses in the district.

As on the previous question, there were differences in parents' and non-parents' perceptions of the district. Parents, more so than non-parents, believed that class size ($p = .0030$; phi = .10238), lack of money ($p = .0000$; phi = .1818), lack of parental interest in the schools ($p = .0006$; phi = .1161), curriculum ($p = .013$; phi = .086), and transportation ($p = .0048$; phi = .0976) were problems in the schools.

The apparent contradiction of listing class size and curriculum as both major problems and major strengths of the schools is most likely due to the ambiguity of the question. Because of the way each was stated, both could have meant a number of things to each respondent.

There were no differences between the numbers of parents and non-parents who listed school buildings and lack of discipline as weaknesses. Both groups listed the latter as a major weakness more often than the others and listed the former less often as a weakness. This question, however, only tells the reader what areas respondents see as problems in the schools; it does not let us know how much each of these is perceived as a problem.

Question Eleven Do you think quality education is related to community support of school budgets?

Data Analysis

Response	%
Makes a Great Deal of Difference	69.5
Makes Little Difference	24.6
Don't Know	5.9

Interpretation

The majority of the respondents believe that community support of school budgets is related to quality education with parents, more than non-parents, believing this to be the case ($p = .0001$; contingency coefficient = .14599).

Question Twelve Do you vote on the school budget?

Data Analysis

Response	%
Always	48.5
Usually	22.2
Sometimes	16.4
Never	12.9

Interpretation

Nearly half of the respondents indicated that they voted on the school budget; since a 50% voter turnout is unusual (for instance, only approximately 25% of all eligible voters voted in the last United States presidential election), we might speculate

that this sample is over-representative of the voting population of the district. While it makes sense that those who take the time to vote on the school budget would also take the time to voluntarily complete a mail questionnaire, without last year's voter turnout records for the school budget, we cannot be sure that the sample is over-representative of community activists.

Of those who answered this question, parents were more likely than non-parents ($p = .0000$; contingency coefficient = .18258) and Waverly Park residents more likely than residents of other attendance areas ($p = .0126$; contingency coefficient = .1090) to vote on the budget.

Question Thirteen Which elementary schools do the children in your neighborhood attend?

Data Analysis

Response	%
Marion Street School	29.3
Waverly Park School	25.4
Mixed (Attend more than one)	9.9
West End School	27.5
Don't Know	7.8

Interpretation

While the respondents were fairly equally divided among the three attendance areas, the population of the district is not so divided. Thus 25.4% of the respondents were from Waverly Park, but only 14.2% of the population lives in the Waverly Park School attendance area. This comparison shows that Waverly Park is over-represented in this sample when compared with the other attendance areas. It also indicates that the residents of Waverly Park are highly involved in school affairs since they are not only more likely than residents of other attendance areas to return mail surveys from the district but they are also more likely to vote on the school budget (see question 12).

Question Fourteen To what extent do you favor the use of school buildings for community services (e.g. nursery school, senior citizens center, adult education) other than school?

Data Analysis

Problems	%
Strongly in Favor	60.8
Somewhat in Favor	27.2
Not in Favor	8.8
Don't Know	3.2

Interpretation

The respondents to this question generally favored using the buildings for community purposes. There were no differences in response between parents and non-parents to this question.

Question Fifteen During the past three years, the Lynbrook schools have invited the public to participate in various activities. Please check those you have have been able to attend.

Data Analysis

The following are the choices available to the respondents in order of the numbers who indicated participation.

Response	%
School Openhouse	49.9
Music Programs	38.6
Class Plays	37.9
PTA Activities	36.1
Athletic Events	33.6
None	28.8
School Board Meetings	24.7
Adult Education	4.6
Others	4.5

Interpretation

School openhouse, music programs, class plays, and PTA activities led the list as the most frequently attended events. Of

interest to note is that 28.8% of those who responded to the survey said that they had attended no school events during the past three years, with non-parents more likely than parents to have not attended events. Not surprisingly, parents were more likely than non-parents to have participated in the following activities: school openhouse ($p = .0000$; phi = .69), music programs ($p = .0000$; phi = .5328), class plays ($p = .0000$; phi = .5753), PTA activities ($p = .0000$; phi = .5918), athletic events ($p = .0000$; phi = .3735), and school board meetings ($p = .0000$; phi = .3493).

In addition to the differences between the attendance of parents and non-parents at events, there was a difference between the two groups in the preference for events, as indicated by attendance. Below is a comparison of the events, in order of attendance, for the two groups.

Parents		Non-Parents
1. School Openhouse		1. School Openhouse
2. Class Plays		2. Athletic Events
3. PTA Activities	Tied	3. Music Programs
4. Music Programs		4. Class Plays
5. Athletic Events		5. School Board Meetings
6. School Board Meetings		6. PTA Activities
7. Adult Education		7. Adult Education

Question Sixteen The number of students attending schools in Lynbrook has decreased over the past few years. What approaches or solutions would you favor in dealing with this problem?

Data Analysis

Nine general responses were given to this open-ended question. In order of preference, they are:

Response	%	N
Close or consolidate schools	23.5	214
Made a comment but gave no solution	21.4	195
Maintain small class size	9.1	83
Extend educational programs or community participation	7.7	70
Sell buildings	3.4	31
Reduce the teaching and administrative staff	3.0	27
Stated they didn't know	2.9	26
Improve efficiency with regard to management	1.8	16
Reorganize grades	1.5	14

Interpretation

The approximately 213 people who answered this question generated 676 responses which we categorized in the above nine groupings. Parents were more likely than non-parents to have suggested that grades be reorganized ($p = .0292$; phi = .08177) and that small classes be retained ($p = .0000$; phi = .14839). Non-parents, on the other hand, were more likely than parents to have suggested that the teaching and administrative staff be reduced ($p = .051$; phi = .07). Of those who suggested that schools be closed, the majority (57%) were non-parents. However, there were no significant statistical or practical differences between the answers of parents and non-parents, although it must be remembered that this sample is over-representative of the parent population.

LYNBROOK PUBLIC SCHOOLS
LYNBROOK UNION FREE SCHOOL DISTRICT
DISTRICT ADMINISTRATIVE OFFICES
ATLANTIC AVENUE SCHOOL ATLANTIC AVENUE
LYNBROOK, NEW YORK 11563
887-9028

DR. BERN SEIDERMAN
SUPERINTENDENT OF SCHOOLS

October 1981

Dear Resident:

The Board of Education has appointed a Building Utilization Committee to study the future of the Lynbrook Public School system. In order that the Board reaches comprehensive conclusions, a knowledge of the attitudes of the Lynbrook Public School's citizenry would be extremely useful.

To this end, we would deeply appreciate your filling out the short questionnaire enclosed. Please return this questionnaire by October 19, 1981. Enclosed is a return envelope for your mailing convenience. You may, if you desire, return the questionnaire to the nearest school. If you have a child in school, you may ask him or her to deliver it to the school office.

Thank you very much.

Sincerely,

Dr. Bern Seiderman
Superintendent of Schools

BS/s
enc.

EQUAL OPPORTUNITY / AFFIRMATIVE ACTION EMPLOYER

COMMUNITY SURVEY REGARDING LYNBROOK PUBLIC SCHOOLS

1. How long have you lived in the Lynbrook School District?

_____ less than 5 years
_____ from 6-10 years
_____ from 11-15 years
_____ from 16-25 years
_____ over 25 years

2. Do you own your own home?

_____ yes _____ no

3. Do you own your own apartment or do you rent an apartment?

_____ own _____ rent

4. Do you have children in the Lynbrook Public Schools? If yes, number of students in:

_____ yes _____ K-5 _____6-8 _____9-12
_____ no

5. How satisfied are you with your community as a place to live?

_____ very satisfied
_____ somewhat satisfied
_____ not so satisfied
_____ not at all satisfied

6. To what extent is the quality of the public schools a factor in your decision to live in your community?

_____ very important
_____ important
_____ not very important

7. What is your source of information about Lynbrook schools?
(Please check each source from which you get information)

_____ students
_____ newspapers
_____ school board
_____ teachers
_____ parents of students
_____ radio/TV
_____ others (please list):_____
_____ don't get any information

8. To what extent do the schools in the community enhance the property value of homes in the Lynbrook/East Rockaway area?

_____ a great deal

_____ somewhat

_____ not so much

_____ none at all

9. Which of the following do you believe to be the strong points of the Lynbrook schools? (Please place the number "1" beside the strongest point; number "2" beside the next strongest point, and so on.)

_____ teachers

_____ the school buildings

_____ discipline

_____ class size

_____ community support

_____ curriculum (subjects or courses)

_____ neighborhood schools

_____ others (please list): _____

_____ don't know

10. What do you believe are the biggest problems facing the Lynbrook schools? (Please place the number "1" beside the problem you consider most serious; a number "2" beside the problem you consider as the second most serious, and so on.)

_____ the school buildings

_____ lack of discipline

_____ class size

_____ lack of money

_____ parents not interested in the school

_____ curriculum (subjects or courses)

_____ transportation

_____ others (please list): _____

_____ don't know

11. Do you think quality education is related to community support of school budgets?

_____ makes a great deal of difference

_____ makes a little difference

_____ don't know

12. Do you vote on the school budget?

_____ always
_____ usually
_____ sometimes
_____ never

13. Which elementary schools do the children in your neighborhood attend?

_____ Marion Street School
_____ Waverly Park School
_____ West End School
_____ don't know

14. To what extent do you favor the use of school buildings for community services (e.g., nursery school, senior citizens center, adult education) other than school?

_____ strongly in favor
_____ somewhat in favor
_____ not in favor
_____ don't know

15. During the past three years, the Lynbrook schools have invited the public to participate in various activities. Please check those you have been able to attend.

_____ PTA activities
_____ school open house
_____ class plays
_____ music programs
_____ schools board meetings
_____ athletic events
_____ others (please list):_____
_____ I have not been able to attend any school events

16. The number of students attending schools in Lynbrook has decreased over the past few years. What approaches or solutions would you favor in dealing with this problem?

_____
_____
_____
_____
_____
_____
_____

COMMUNITY SURVEY - TELEPHONE
Carl Bonuso

I. Procedure

Step 1: CHOOSING A SAMPLE

1. A listing of all residents of Lynbrook by street address was obtained from the Lynbrook School District (Personnel office had latest census information)

2. With the total population known, the required sample size was determined.

3. Using a table of random numbers, we randomly selected a page number to begin counting every K resident to be part of our sample.

Step. 2: ARRANGING FOR FACILITIES AND EQUIPMENT

1. The Assistant Superintendent was contacted and arrangements made to have a set of offices and seven telephone lines made available for three consecutive weekday evenings.

2. Hours were chosen so as to insure the maximum response rate required.

3. Labels were prepared for sorting telephone questionnaires into appropriate categories (completions, call backs, refusals, etc.)

Step 3: PERSONNEL AND MATERIALS

1. Meetings were held to accomplish the following:

   a) Discuss purpose of phone survey
   b) Discuss techniques of constructing a telephone questionnaire

c) Write a draft
d) Pre-test the draft by reading the questionnaire to several persons not involved in the questionaire's construction
e) Train callers
   - Script read
   - Reading directions added and clarified
   - Critique of reading technique (tone, manner, etc.)
f) Supplementary aids given to all callers, such as:
   - Reminder of "General Rules for Interviewers"
   - "What the Respondent Might Like to Know"
   - List of anticipated "Reasons for Refusals" and appropriate responses by interviewer

   *These aids for interviewers were taken from Dillman's text on Mail and Telephone Surveys and were modified for our purposes

g) Arrangements made for typing and assembling final questionnaire (and for final okay from superintendent and Board President)

h) Interviewer schedule constructed

Step 4: ANALYSIS AND CODING

1. Questionnaire was originally prepared with the importance of ease of codification and analysis in mind

II. Evaluation

1. Communication and cooperation may have been facilitated had there been one contact at University and District exchanging information, requests, materials, etc.

2. Greater time and emphasis in training callers could have been utilized in order to avoid certain discrepancies, errors or variance in administering and recording interview data. If possible, the same callers would have been used each night.

3. Monday, Tuesday, and Thursday were used for the calls. If possible, three consecutive nights should be used.

CONSTRUCTING AND IMPLEMENTING A TELEPHONE SURVEY
(Notes based on outline from Dillman text)

I Constructing Telephone Questionnaires

A. Serving three audiences
   1. Needs of the interviewer
   2. Needs of the respondent
   3. Needs of the coder

B. Wording the Questions: Special Problems of Telephone Questionnaires
   1. Questions that are too long
   2. Too many response categories
   3. Problems in ranking categories
   4. Items in a series
   5. Maps, diagrams, and pictures
   6. Incorporation of response categories into the wording of the question
   7. Rotation of answer choices

C. Ordering the Questions
   1. General principles of question order
   2. The first few questions

D. Constructing the Page
   1. Use of lower case letters for questions; upper case for answers
   2. List answer categories not provided to respondent (Don't know or Refusal)
   3. Precoding the answer categories Ex: 7 - "does not apply," 8 - "Don't know," etc.
   4. Place precoding information to right of the answer categories
   5. Use special format for screen questions
   6. Put interviewer and coder instructions onto questionnaire
   7. Use transitions and explanatory material freely
   8. Break pages where convenient for the interviewer

E. Pretesting

F. Printing

II Implementing Telephone Surveys

A. How will the sample be drawn?
   1. Telephone #'s of entire population? School parents only? or Random by address of residence?

B. The Introduction
   1. Give name, name of institution calling, how we obtained respondent's number, and conservative estimate of how many minutes interview would take. Ex:

      Hello. Is this (number)? (If no, terminate interview with e.g. I am sorry I have the wrong #.

Is this a residential telephone? (If no, terminate with e.g. I am sorry I have the wrong place)

This is (interviewers name) at Hofstra University. I am calling as part of a district survey team study. We are doing a district-wide research study in order to find out how people feel about the community schools and what can be done to improve them. Your telephone number was drawn as part of a random sample of your district. The questions I need to ask should take about 8 or 9 minutes. I want to add that I would be happy to answer any questions you might have about the study, either now or later. Okay?

C. Advance Letter (not to be used in this study)

D. Selecting Respondents Within the Household

E. Centralized Interviewing Facilities
   1. To be arranged with Lynbrook School District (week of Nov. 9?)

F. Interviewer Training
   1. Answering (typical) respondent questions
      a. Sheet to be supplied
   2. Completing Call Record
   3. Administering the Questionaire
      a. At least one copy of guidelines should be posted in central headquarters

G. Scheduling Interviewing Sessions
   1. Hypothetical Log of Interviewing Sessions

Day	Time of Interview Session	# of Interviewers	Completed Interviews	Interviews Completed per Int. hour

EXAMPLE OF RULE BOOK PROVIDED TO ALL INTERVIEWERS

Hofstra University
Decline Team
Community Survey
9-13 November 1981

A. Before you start, be sure . . .

1. To post this "Rule Book," and "What the Respondent Might Like to Know," in front of you.
2. To put name tag in place above your interviewer station.
3. To look through names on stack of questionnaires; if you know anyone, have even heard of them, or used to live in that community, give that questionnaire back to supervisor.
4. You have three sharpened pencils with erasers.

B. Who to talk to:

Avoid going through enumeration process with person who is not member of the household (e.g., babysitters) or young children. Ask when the family (or parents) will return and tell them you will call back.

C. The interview: Be sure . . .

1. To mark the time the interview starts.
2. To read questions precisely as written.

As you know even a single word can drastically change the meaning of a question for respondents. Attempts to interpret the question in response to a respondent's query frequently does the same thing. Key phrases you might use to respond to the question of "What do you mean?"

I'm sorry, I don't have that information.

It's important that the question be answered as best you can in terms of the way it's stated, maybe I could read it to you again.

I will write down the concern (or qualification) you just mentioned so it will be taken into account in the analysis.

3. The respondent misunderstands the question.

It is very easy for respondents to miss a word or two, that is crucial to the meaning of the question. Sometimes they are embarrassed to admit that they didn't quite understand.

If you suspect a question has been misunderstood do not tell the respondent that you think s/he misunderstood, these responses may be of help.

> Could I reread the question and the answer I've written down just to be sure I have everything you wanted to say.
>
> I think I may not have read the question correctly, so, may I read it again to be sure.

4. Use neutral probes as needed.

When you are in doubt about how to interpret the respondent's answer or what it means, the coder will be in even greater doubt. Probe, until you are sure. But, do it neutrally. A statement like, "Then what you really mean is . . ." does not convey neutrality.

Before accepting an answer of "I don't know," be sure to probe. Respondents frequently use that phrase in a way that says, "I'm thinking!"

Some examples of probes you might use:

> Yes, I see, (or) Uh-huh, stated in an expectant manner and followed by a pause.
>
> Could you be a little more specific?
>
> I'm not sure I am entirely clear about what you mean. Could you explain it a little more?
>
> Could I read back what I have written down to be sure I have exactly what you wanted to say?

5. Write down everything.

If a respondent qualifies an answer, or if a comment (probe) you offer stimulates a new response, write it down. Attempt to get it in verbatim form. Remember if your handwriting is poor you may need to rewrite answers after interviews. Therefore, don't waste space writing in the answer while on the telephone.

6. If you need help, raise your hand or excuse yourself and get a supervisor.

Sometimes a respondent wants to know more about a question or reasons for the study, etc. than you can

tell them. If in your judgment it's warranted don't hesitate to ask the supervisor for help.

7. If respondent becomes incensed, uses abusive language, etc., be nice! Do not hang up! Keep cool!

This is not likely to happen. If it does be patient, maybe the person had a bad day. Some responses that might help:

Yes, I see, Uh-huh.

Yes, I understand you do feel quite strongly about this matter. But, we really do need the information.

If all else fails, call for a supervisor or wait for the opportunity to say something to this effect:

I think I can understand your feelings, and your not wanting to complete the interview. But, thank you very much anyway. Good bye.

D. When you hang up:

1. Immediately record time and calculate length of interview.
2. Immediately go over every single answer to make sure it was done correctly. Rewrite answers to open-end questions which you even suspect might be illegible.
3. Fill out the interview evaluation form.
4. Hand completed form to supervisor immediately (if available). Or, put on top of stack of "call-backs" in plain view so that the supervisor will know it's ready to be picked up.

E. When you are done for the night:

1. Fill out hours on time sheet.
2. Check out with supervisor, explaining any call-backs that need special attention.
3. Do not take anything home with you. All questionnaires, codebooks, etc. must remain in school.

F. After you have left:

We have an obligation to respondents to keep their interviews confidential. We feel very strongly that this obligation should be honored. Therefore please do not tell anyone the substance of any interview or part of an interview, no matter how fascinating or interesting it was. Also, please avoid giving your own summary of findings. Just because 90 percent of your

respondents feel a certain way does not mean that 90 percent of everyone else's feel the same way. Confidentiality is essential. Please help us maintain the reputation we have established for protecting the anonymity of respondents, and honestly analyzing and reporting data. If you want a copy of results from this survey, let the supervisor know, and we will be sure you get them just as soon as they are available.

EXAMPLE OF "WHAT THE RESPONDENT MIGHT LIKE TO KNOW"
SHEET PROVIDED TO ALL INTERVIEWERS

Hofstra University
Decline Team
Community Survey
9-13 November 1981

ABOUT THE SURVEY

WHO IS SPONSORING (PAYING FOR) THE SURVEY?

It is sponsored by the Lynbrook School District.

WHAT IS THE PURPOSE OF THIS SURVEY?

There is a lot that isn't known about what makes people satisfied with their communities. Studies such as this one are done to find out what it is that people especially like and don't like about the communities in which they live. We hope the results will be helpful in improving them.

WHO IS THE PERSON RESPONSIBLE FOR THE SURVEY? MAY I TALK TO HIM/HER?

The people are Dr. David Gardner and Dr. Charol Shakeshaft, researchers for the Department of Educational Administration. I am sure they would be happy to talk with you. I can have them call you, or if you like you can call them. Their telephone number at Hofstra University is (516) 560-3551.

ABOUT THE RESPONDENTS' ROLE IN THE SURVEY

HOW DID YOU GET MY NAME (TELEPHONE NUMBER)?

Everyone's number was drawn from the current school census lists of Lynbrook. The method we use means that every household has an equal chance of being drawn, and it is strictly by chance that yours is one of them.

HOW CAN I BE SURE THIS IS AUTHENTIC?

I would be glad to give you my telephone number and you may call me back.

(If that isn't acceptable) I can give you my supervisor's number and you can call him/her. That number is (516) 560-3551.

IS THIS CONFIDENTIAL?

Yes, most definitely! All information we release is in the form of a certain percent "yes" and a certain percent "no." In this form no individual response can ever be identified.

Also, the matter of confidentiality is terribly important. Thus, we are very careful to protect people's anonymity.

CAN I GET A COPY OF RESULTS?

Yes, we would be glad to send it to you, if you will give me your current address. We hope to have the results ready in about three months.

POSSIBLE ANSWERS TO REASONS FOR REFUSALS

REASONS FOR REFUSING	. . . AND POSSIBLE RESPONSES
TOO BUSY	This should only take a few minutes. Sorry to have caught you at a bad time. I would be happy to call back. When would be a good time for me to call in the next day or two?
BAD HEALTH	I'm sorry to hear that. Have you been sick long? I would be happy to call back in a day or two. Would that be okay? (IF LENGTHY OR SERIOUS ILLNESS, substitute another member of household. IF THAT ISN'T POSSIBLE, excuse yourself and indicate they will not be called again.)
TOO OLD	Older people's opinions are just as important in this particular survey as anyone else's. In order for the results to be representative for all residents of Lynbrook, we have to be sure that older people have as much chance to give their opinion as anyone else does. We really do want <u>your</u> opinion.

REASONS FOR REFUSING	. . . AND POSSIBLE RESPONSES
FEEL INADEQUATE: DON'T KNOW ENOUGH TO ANSWER	The questions are not at all difficult. They mostly concern how you feel about your community rather than how much you know about certain things. Some of the people we have already interviewed had the same concern you have, but once we got started they didn't have any difficulty answering the questions. Maybe I could read just a few questions to you and you can see what they are like.
NOT INTERESTED	It's awfully important that we get the opinions of everyone in the sample, otherwise the results won't be very useful. So, I'd really like to talk with you.
NO ONE ELSE'S BUSINESS WHAT I THINK	I can certainly understand, that's why all of our interviews are confidential. Protecting people's privacy is one of our major concerns and to do it people's names are separated from the answers just as soon as the interview is over. And, all the results are released in a way that no single individual can ever be identified.
OBJECTS TO SURVEYS	We think this particular survey is very important because the questions are ones that people in the school district want to know answers to, so would really like to have your opinion too.
OBJECTS TO TELEPHONE SURVEYS	We have just recently started doing our surveys by telephone, because this way is so much faster and it costs a lot less, especially when there aren't very many questions like in this survey.

TELEPHONE SURVEY RESULTS

NOTE: All figures represent the total percent responding in each category. The exceptions are questions 7 & 8 which show number rather than percent of response.

1) How satisfied are you with your community as a place to live?

72% VERY SATISFIED

26% SOMEWHAT SATISFIED

1% NOT SO SATISFIED

1% NOT AT ALL SATISFIED

2) To what extent is the quality of the public schools a factor in your decision to live in your community?

81% VERY IMPORTANT

13% SOMEWHAT IMPORTANT

3% NOT SO IMPORTANT

3% NOT AT ALL IMPORTANT

3) To what extent do the schools in the community enhance the property value of homes in your area?

7% NOT AT ALL

10% NOT SO MUCH

26% SOMEWHAT

68% A GREAT DEAL

4) To what extent is quality education related to community support of school budgets?

3% NOT AT ALL

6% NOT SO MUCH

29% SOMEWHAT

62% A GREAT DEAL

5) To what extent do you favor the use of school buildings for community services (e.g., nursery school, senior citizens center, adult education, etc.) other than school?

64% STRONGLY IN FAVOR

30% SOMEWHAT IN FAVOR

3% NOT SO MUCH IN FAVOR

2% NOT AT ALL IN FAVOR

6a) Do you have any children in the Lynbrook Public Schools?

78% YES 22% NO

(go to Question 7)

6b) Could you tell me what grades they are in?

39% K - 5 31% 6 - 8 41% 9 - 12

(go to Question 6d)

6c) How important is it to you, to send your child to the closest public school in Lynbrook?

81% VERY IMPORTANT

13% SOMEWHAT IMPORTANT

4% NOT SO IMPORTANT

3% NOT AT ALL IMPORTANT

6d) Which of the following elementary schools do children in your neighborhood attend?

36% MARION STREET

19% WAVERLY PARK

33% WEST END

12% (Don't Know)

A large number of individuals said that they thought they were near both Marion and Waverly Park.

7) Could you please tell me what you beliewve are <u>three</u> strong points of the Lynbrook Public Schools?

163 *	Teachers	121	Curriculum
14	School Buildings	28	Local Schools
32	Discipline	3	Transportation
55	Class Size	51	Extra-Curricular Activities
32	Community Support	Other	

*These figures reflect the total number of individuals responding to each category.

8) Could you please tell me what you believe are the three biggest problems with the Lynbrook Public Schools?

41*	Teachers	16	Curriculum
12	School Buildings	7	Proximity of Schools
61	Discipline	18	Transportation
10	Class Size	11	Extra-curricular Activities
11	Community Support	Other	

*These figures reflect the total number of individuals responding to this category.

9) From what sources do you get your information about the Lynbrook Schools?

49%	Students	
30%	Newspapers	
12%	School Board	
14%	Teachers	
33%	Parents of Students	
2%	Radio/T.V.	
31%	P.T.A.	
27%	Others (please list)	Most of these responses were references to the school newsletter.
	Don't get any information	

10a) Do you own your own house? 91% YES (go to Ques.11) 9% NO

10b) Do you own or rent an apartment? 7% OWN 93% RENT

11) How often do you vote on the school budget?

44%	ALWAYS
22%	USUALLY
16%	SOMETIMES
17%	NEVER

12) How long have you lived in the Lynbrook School District?

25% Less than 5 years

24% From 11-15 years

23% From 6-10 years

20% From 16-25 years

8% Over 25 years

13) What school-related functions or activities have you participated in during the past three years?

43% P.T.A. Activities

31% School Open House

20% Class Plays

26% Music Programs

11% School Board Meetings

25% Athletic Events

_____ Others (please list) _____

_____

_____ Did not participate in any events

14a) Have you recently received a questionnaire from the Lynbrook Schools?

39% YES 51% NO 10% DO NOT KNOW

14b) Was it returned?

46% YES 40% NO 15% DO NOT KNOW

14c) Concerning the questionnaire - Do you think that the district sending out the questionnaire was a good idea?

91% YES 2% NO 7% NO OPINION

Mr/Ms_____ thank you very much for your time. Your opinions are appreciated by the Lynbrook Public Schools.

HISTORICAL DATA - GRADE SIZE

Stuart Soman

I. Description of Project

My task was entitled "Historical Data." This involved collecting, recording and graphing "class size ranges" for all schools in Lynbrook for the last five years, in addition to the current year. As things evolved, all necessary figures were compiled by the district and ready to hand over almost as soon as I requested them.

II. Procedure

To accomplish my task, I elected to enter all the data into the Hofstra computer bank via something called the "easy graphing package." This entailed learning to use the Tektronix 4054 CRT Terminal, a magic computer which enables the user to create graphs based on easily changed parameters, using data previously entered.

III. Data Obtained

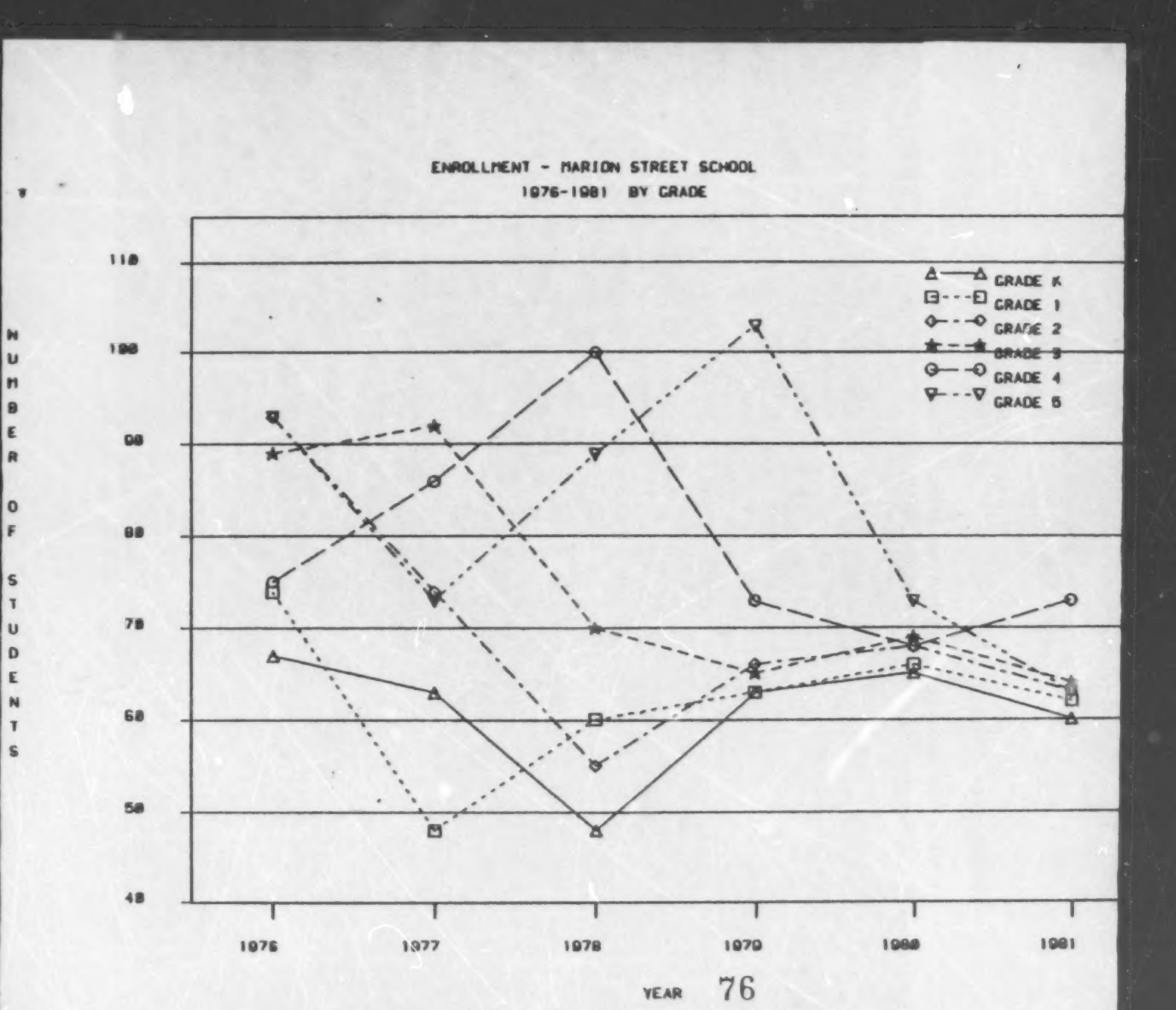
The fruits of my labors were manifested mainly in the production of a dozen or so graphs depicting class size figures in varying combinations. Although not all pictures may be worth 1,000 words, the graphic representation of information such as class size seems to fit that bill.

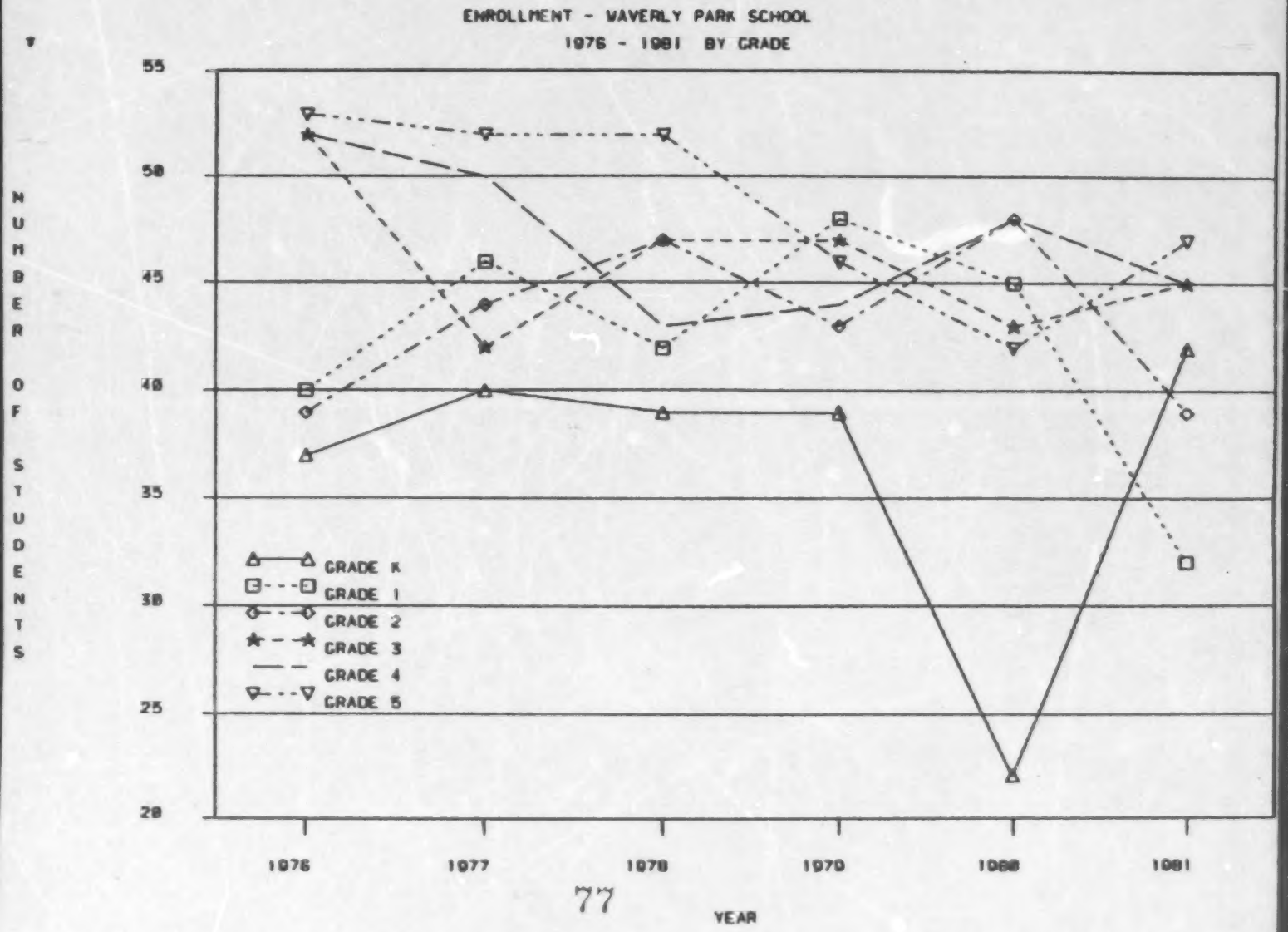
IV. Problems Encountered

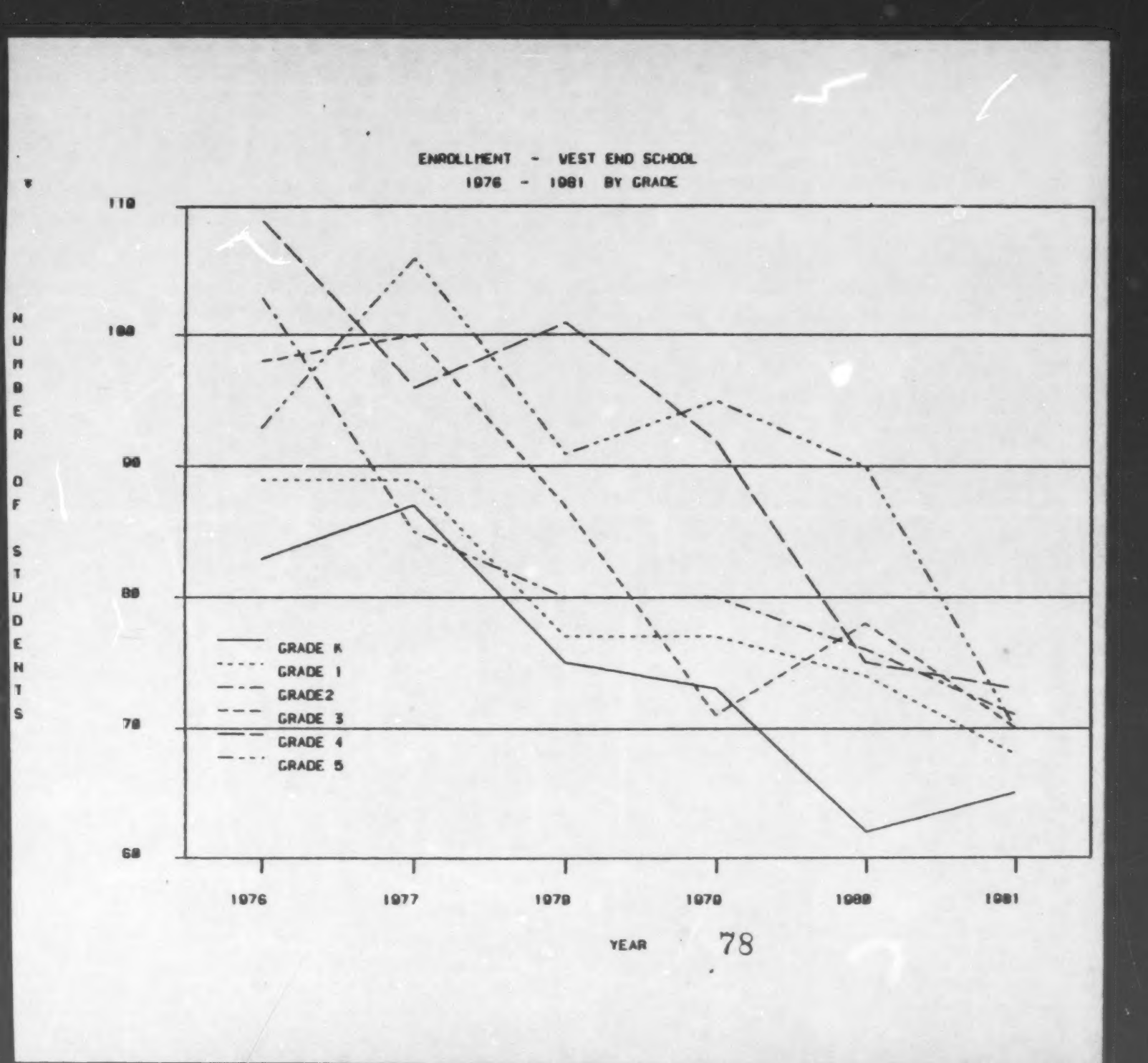
Although ultimately successful, the need to learn a new "computer language" on the spot is not efficacious. Many hours were spent learning the most simple of operations.

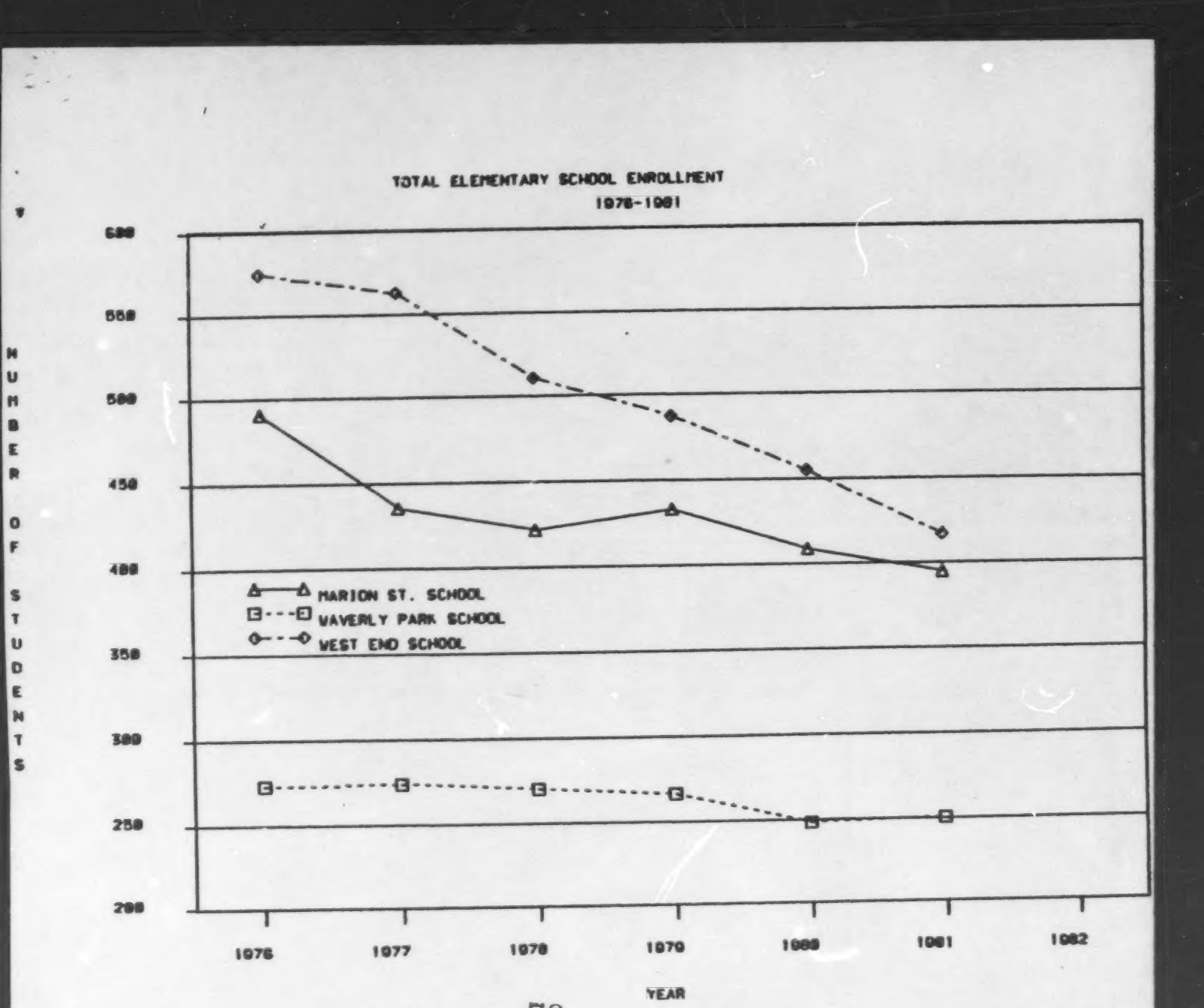
V. Evaluation

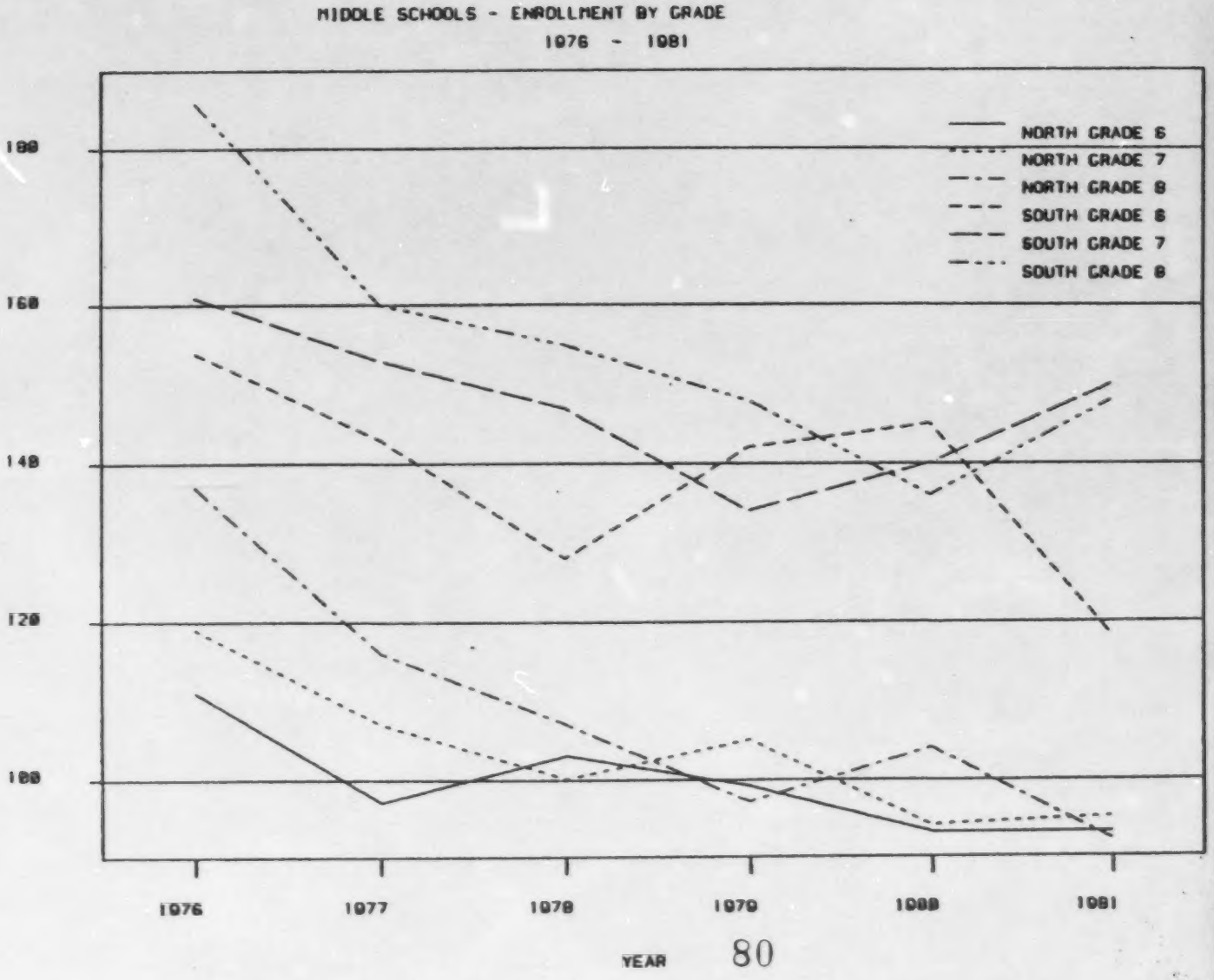
Were I to do this again, I would prefer more interaction with others within the group, as well as between groups.

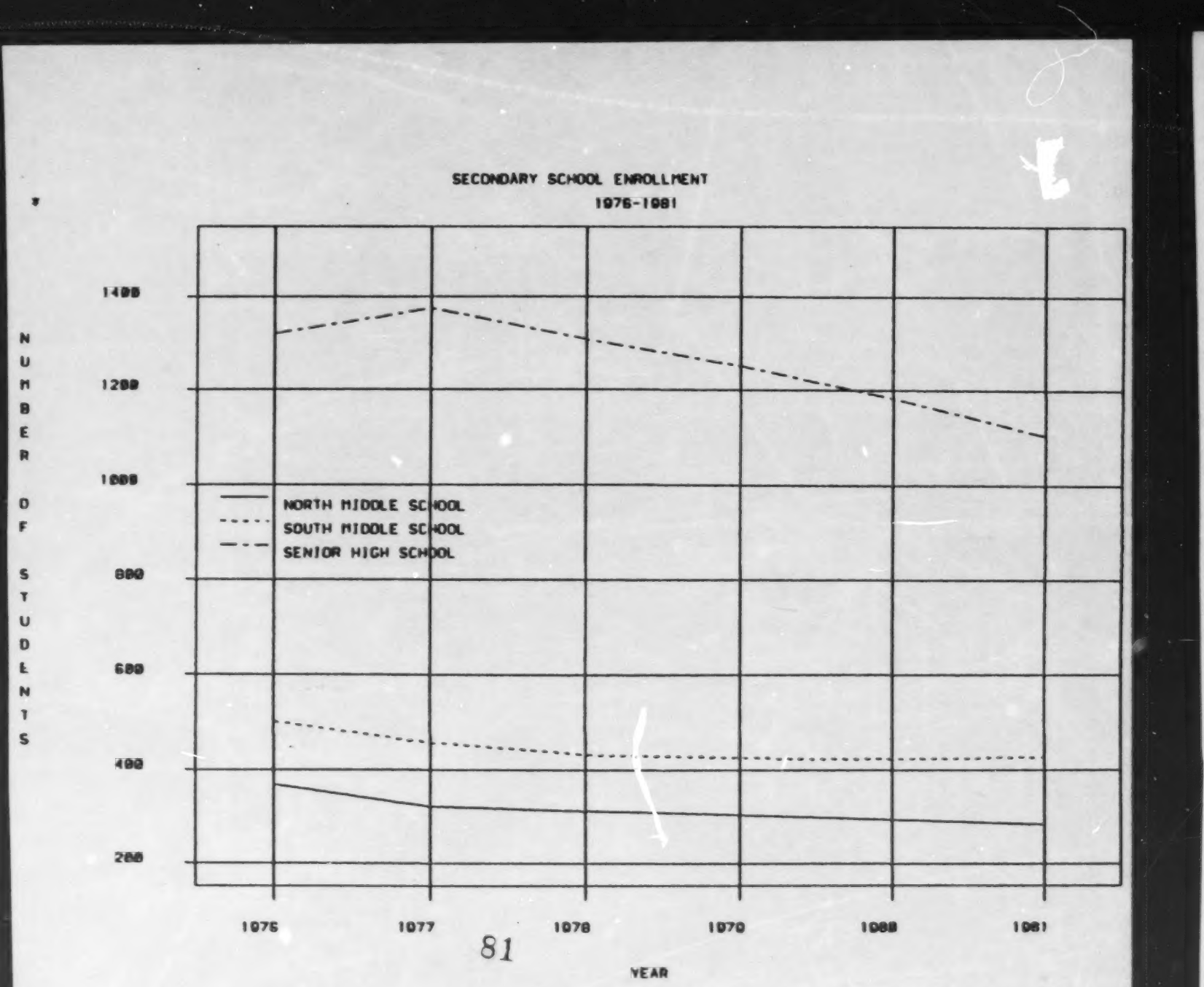

ENROLLMENT - MARION STREET SCHOOL
1976-1981 BY GRADE
NUMBER OF STUDENTS
110
100
90
80
70
60
50
40
1976
1977
1978
1979
1980
1981
YEAR
GRADE K
GRADE 1
GRADE 2
GRADE 3
GRADE 4
GRADE 5

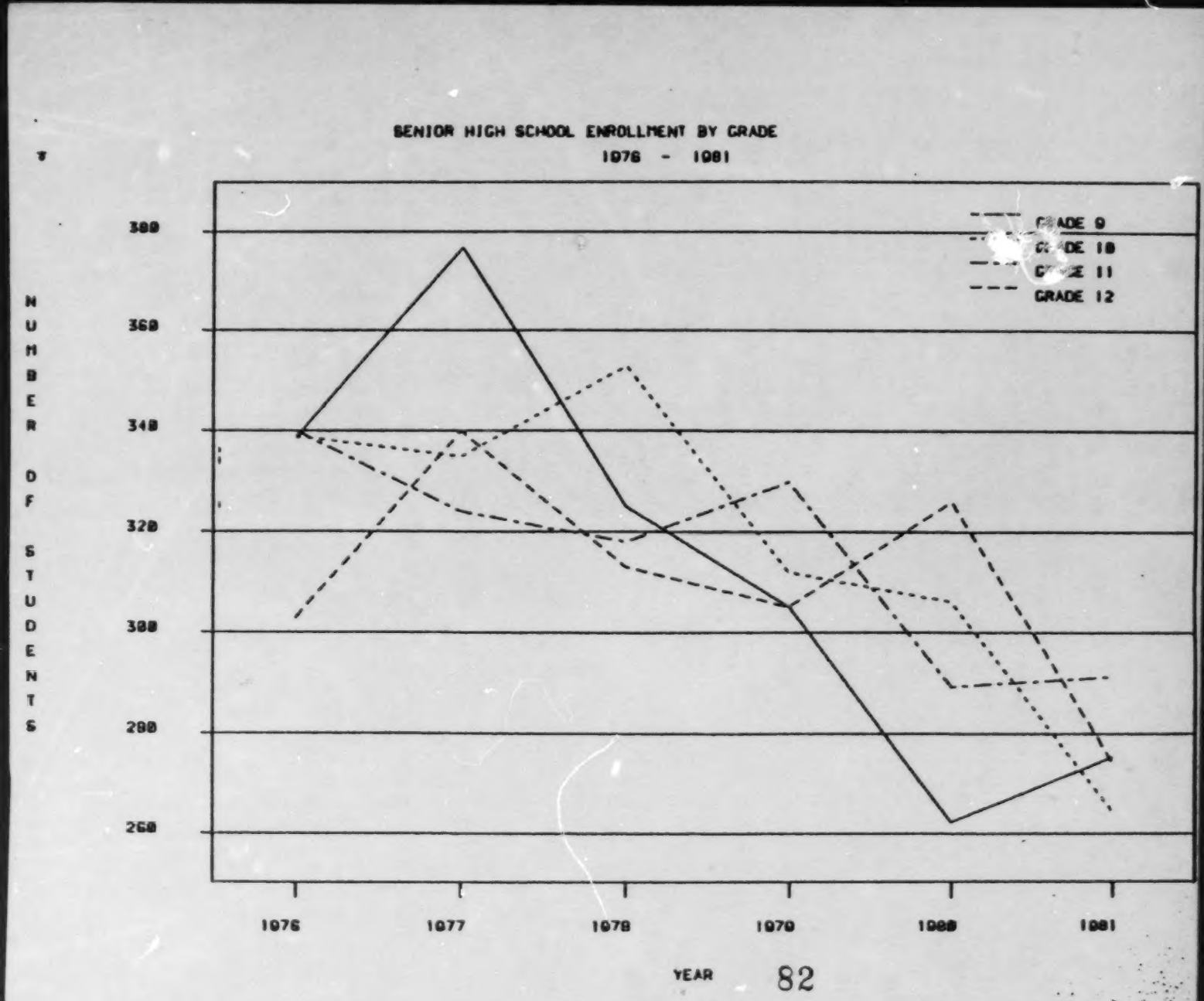

ENROLLMENT - WAVERLY PARK SCHOOL
1976 - 1981 BY GRADE
NUMBER OF STUDENTS
55
50
45
40
35
30
25
20
GRADE K
GRADE 1
GRADE 2
GRADE 3
GRADE 4
GRADE 5
1976
1977
1978
1979
1980
1981
YEAR

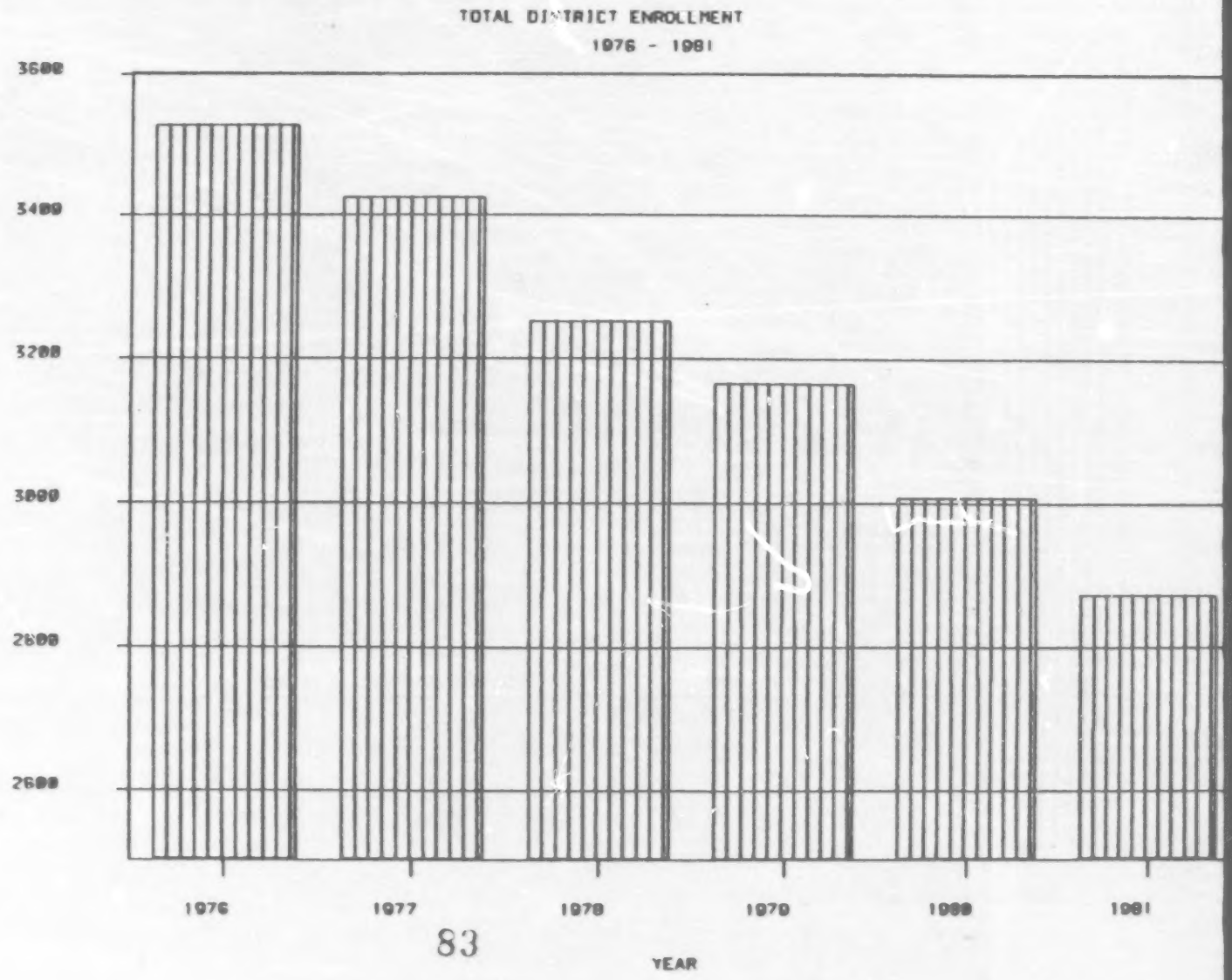

ENROLLMENT - VEST END SCHOOL
1976 - 1981 BY GRADE
NUMBER OF STUDENTS
110
100
90
80
70
60
GRADE K
GRADE 1
GRADE2
GRADE 3
GRADE 4
GRADE 5
1976
1977
1978
1979
1980
1981
YEAR

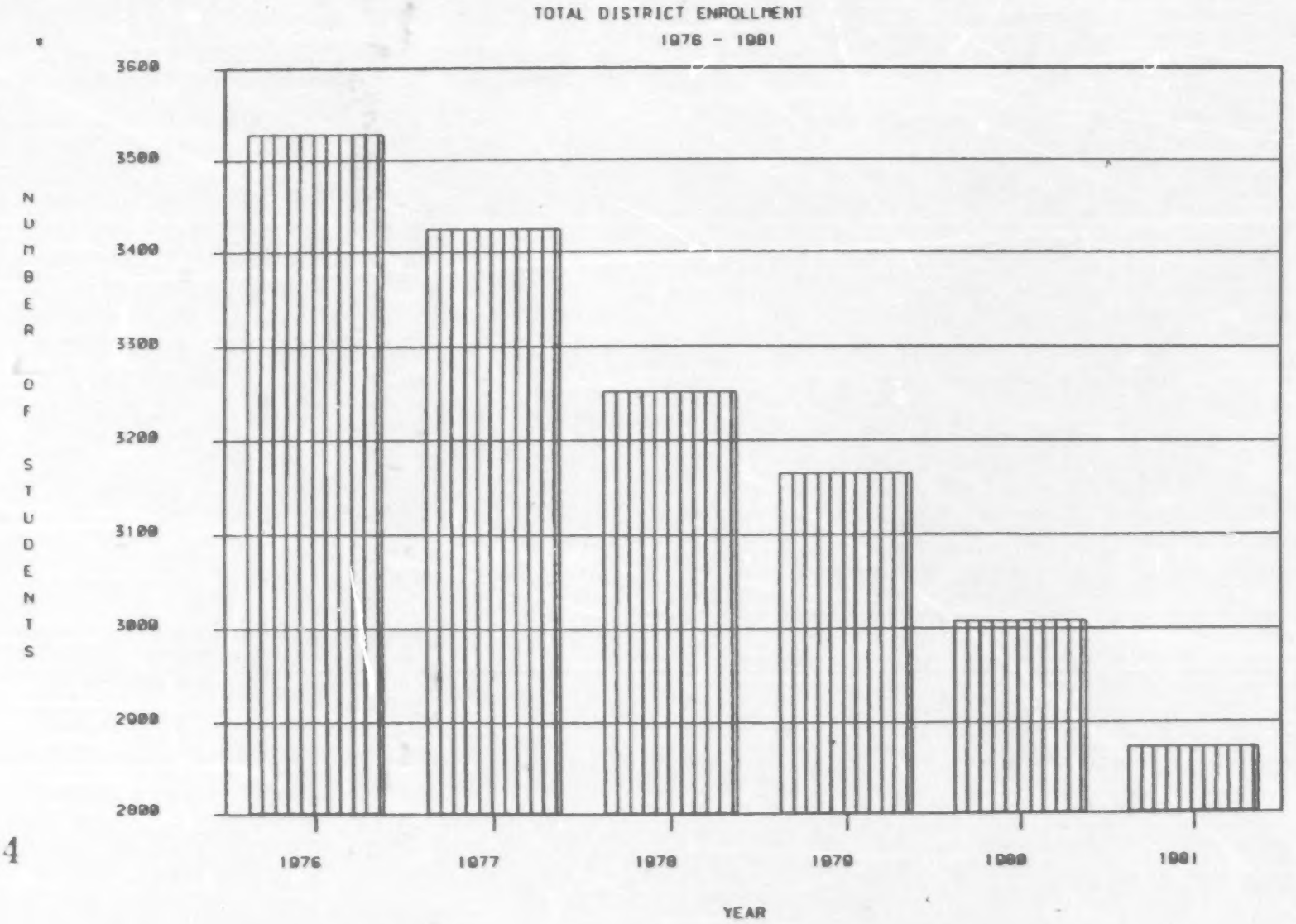

TOTAL ELEMENTARY SCHOOL ENROLLMENT
1976-1981
NUMBER OF STUDENTS
600
550
500
450
400
350
300
250
200
MARION ST. SCHOOL
WAVERLY PARK SCHOOL
WEST END SCHOOL
1976
1977
1978
1979
1980
1981
1982
YEAR


MIDDLE SCHOOLS - ENROLLMENT BY GRADE
1976 - 1981
NORTH GRADE 6
NORTH GRADE 7
NORTH GRADE 8
SOUTH GRADE 6
SOUTH GRADE 7
SOUTH GRADE 8
180
160
140
120
100
1976
1977
1978
1979
1980
1981
YEAR


SECONDARY SCHOOL ENROLLMENT
1976-1981
NUMBER OF STUDENTS
1400
1200
1000
800
600
400
200
NORTH MIDDLE SCHOOL
SOUTH MIDDLE SCHOOL
SENIOR HIGH SCHOOL
1976
1977
1978
1979
1980
1981
YEAR


SENIOR HIGH SCHOOL ENROLLMENT BY GRADE
1976 - 1981
NUMBER OF STUDENTS
380
360
340
320
300
280
GRADE 9
GRADE 10
GRADE 11
GRADE 12
1976
1977
1978
1979
1980
1981
YEAR


TOTAL DISTRICT ENROLLMENT
1976 - 1981
NUMBER OF STUDENTS
3600
3400
3200
3000
2800
2600
1976
1977
1978
1979
1980
1981
YEAR


TOTAL DISTRICT ENROLLMENT
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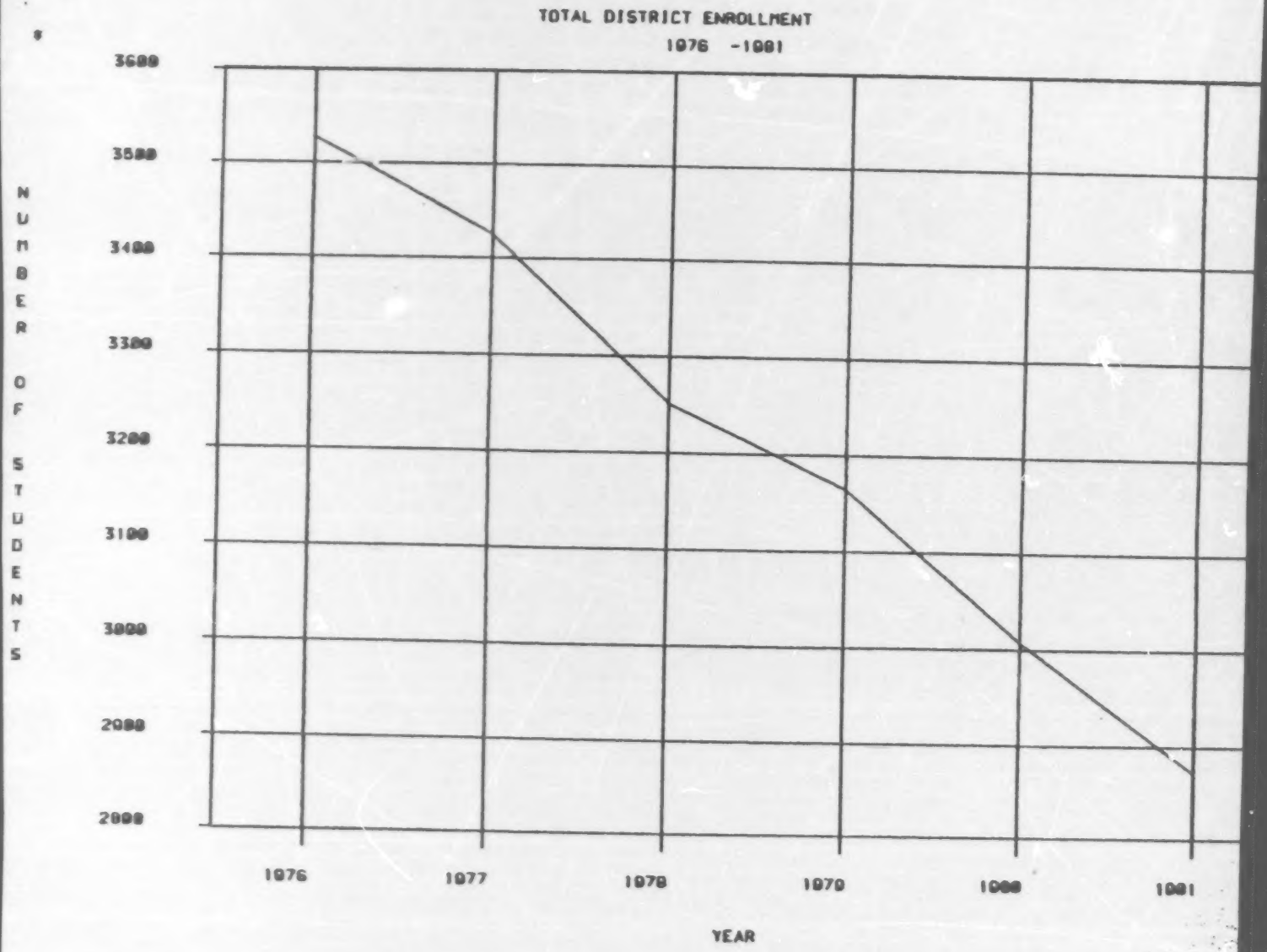
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NUMBER OF STUDENTS
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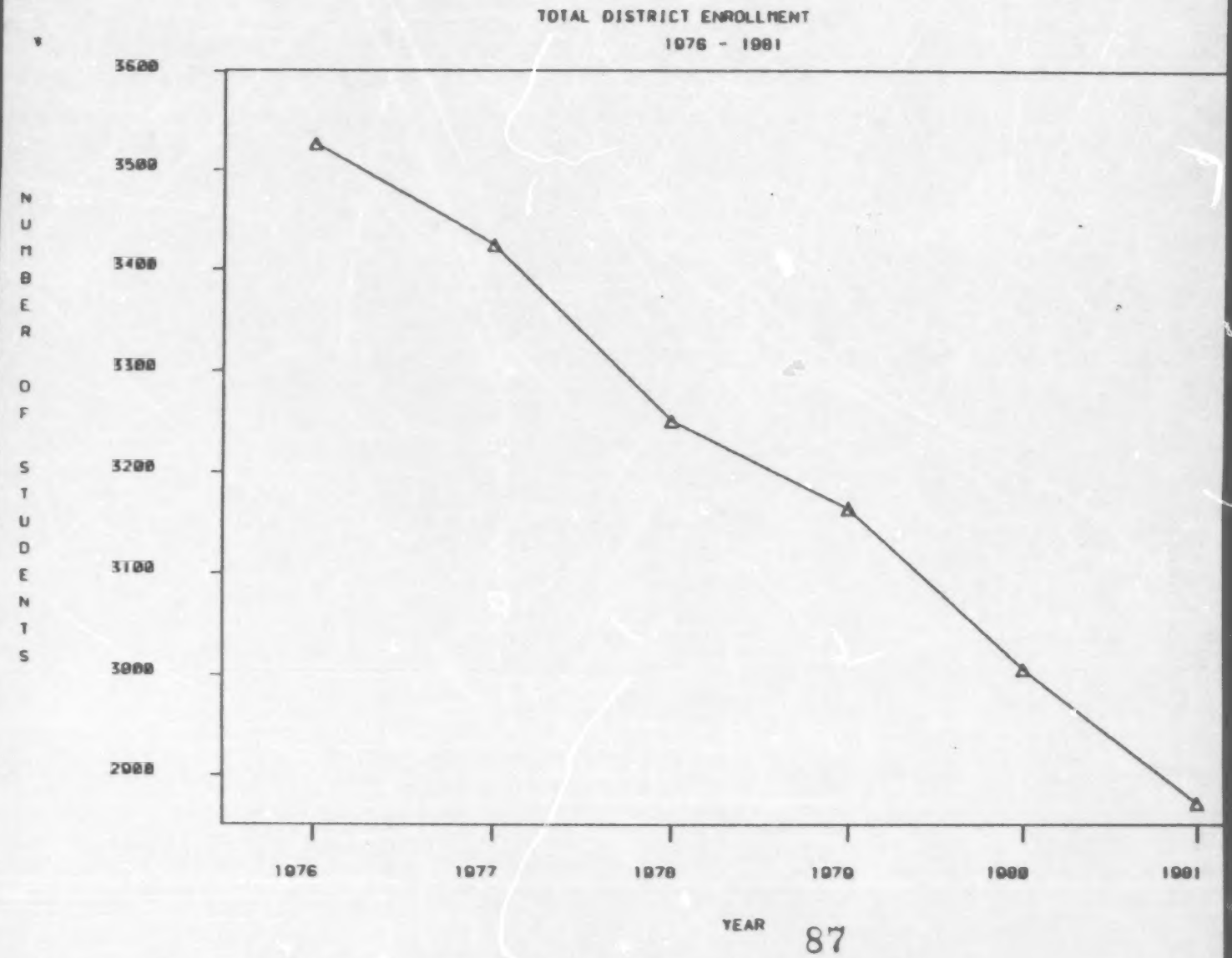
TOTAL DISTRICT ENROLLMENT
1976 - 1981
NUMBER OF STUDENTS
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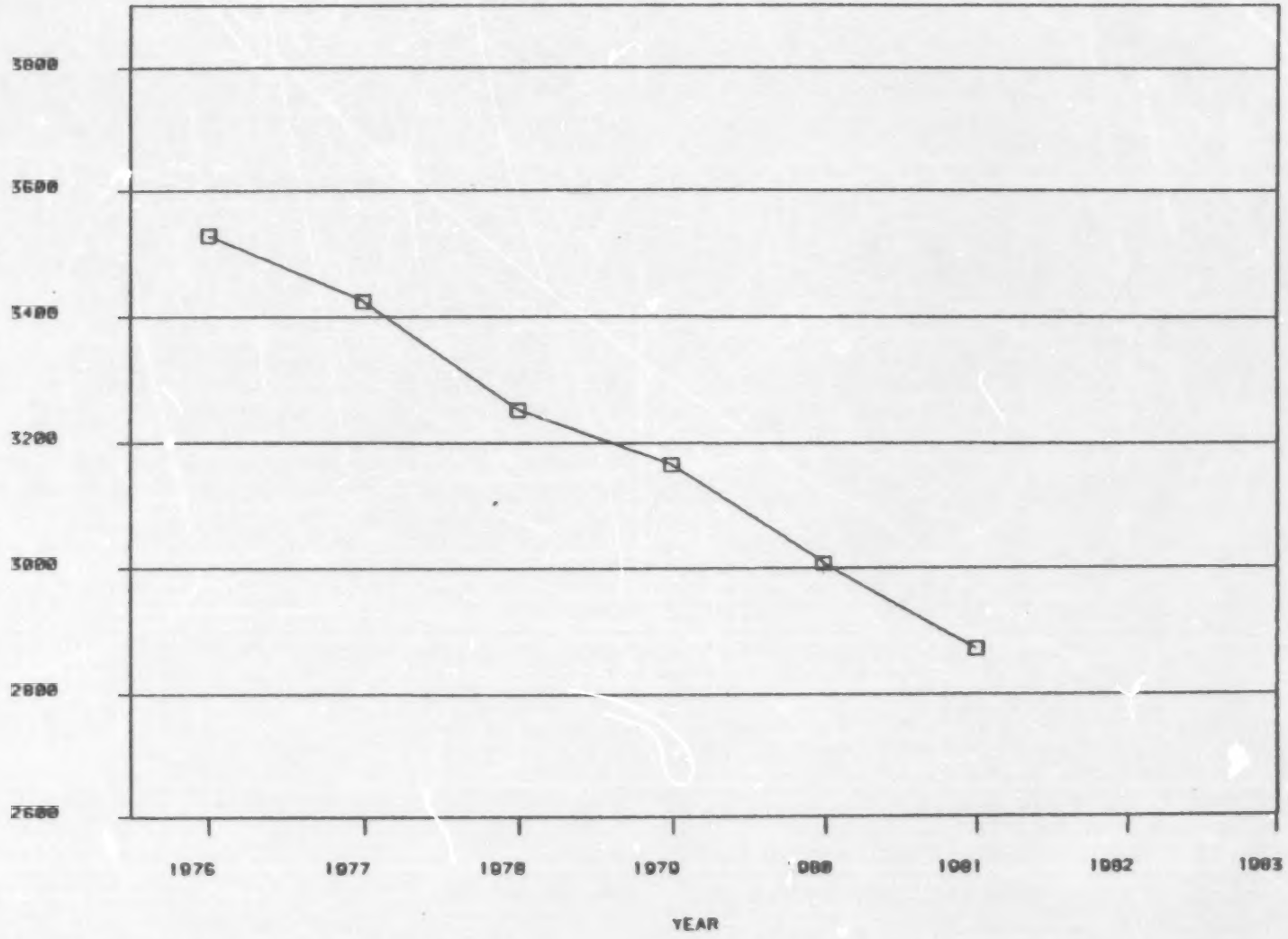
TOTAL DISTRICT ENROLLMENT
1976 - 1981 PLUS PROJECTIONS



ENROLLMENT PROJECTIONS

Louisa Kramer Vida

I. Description of Project

An annual school census and previous enrollment data were utilized to compute Lynbrook's enrollment projections via the cohort survival model of enrollment projections. This model required three basic imputs: actual enrollment by grade for the most recent year available (base year); grade to grade retention ratios for grades K through 11; and projected entering cohorts (1st graders) for each of the years to be projected (projection period).

II. Procedure

The above information was obtained from Lynbrook's Assistant Superintendent for Business.

When these inputs were finally acquired, the following calculations were performed to complete the projection. First, the projected entering cohorts (1st graders) were inserted into their proper grade cells within the projection period. Secondly, the base year grade by grade enrollments were entered in their proper cells. Thirdly, enrollment in each grade in the base year was multiplied by its corresponding retention ratio to obtain enrollment in the next higher grade for the first projected year. Therefore, the grades projected from the base year's grades plus the projected entering 1st grade cohort completed the projection for grades K-12 for the first year.

The first projected year was then used as the base year to determine enrollment for the second projected year. This process continued in an iterative fashion until the projection for grades K-12 was completed for the number of years desired (3).

The term "retention ratio" as used above was calculated by dividing enrollment in that grade for a particular year into enrollment in the next higher grade in the following year. The most recent six years of enrollment data were used to establish trends for retention ratios and to determine the ratios to use in the projection model.

III. Data Obtained

Use of the cohort model of enrollment projections indicated the following trends. Over the next three academic years, it appears that Lynbrook's enrollment will decrease in grades 3, 4, 5, 6, 7, 8, 9, 11, and 12. However, enrollments will increase slightly in grades 1, 2, and 10. (See attached numerical and graphical presentations for specifics.)

Please remember, however, that these projections may be affected by any or all of the following factors: birth rate, children's death rate, early graduation, transiency, school transfers, promotion and admittance policies, dropout rate, treatment of handicapped pupils, mortgage rates, local construction practices, urban renewal plans, zoning regulations, amount of undeveloped land, availability of municipal services, and accessibility of modes of transportation.

In addition, please note that any kind of projected figures become increasingly less reliable as one looks more forward in time. Therefore, this model's first year projections are more reliable than its second year projections, etc.

IV. Problems Encountered

Due to the unavailability of enrollment data and census data relating to pre-school population figures for the past ten years, it became impossible to compute accurate longer range (up to five years) projections. Therefore, the exponential smoothing method of computing enrollment projections was not utilized as part of this endeavor.

V. Evaluation

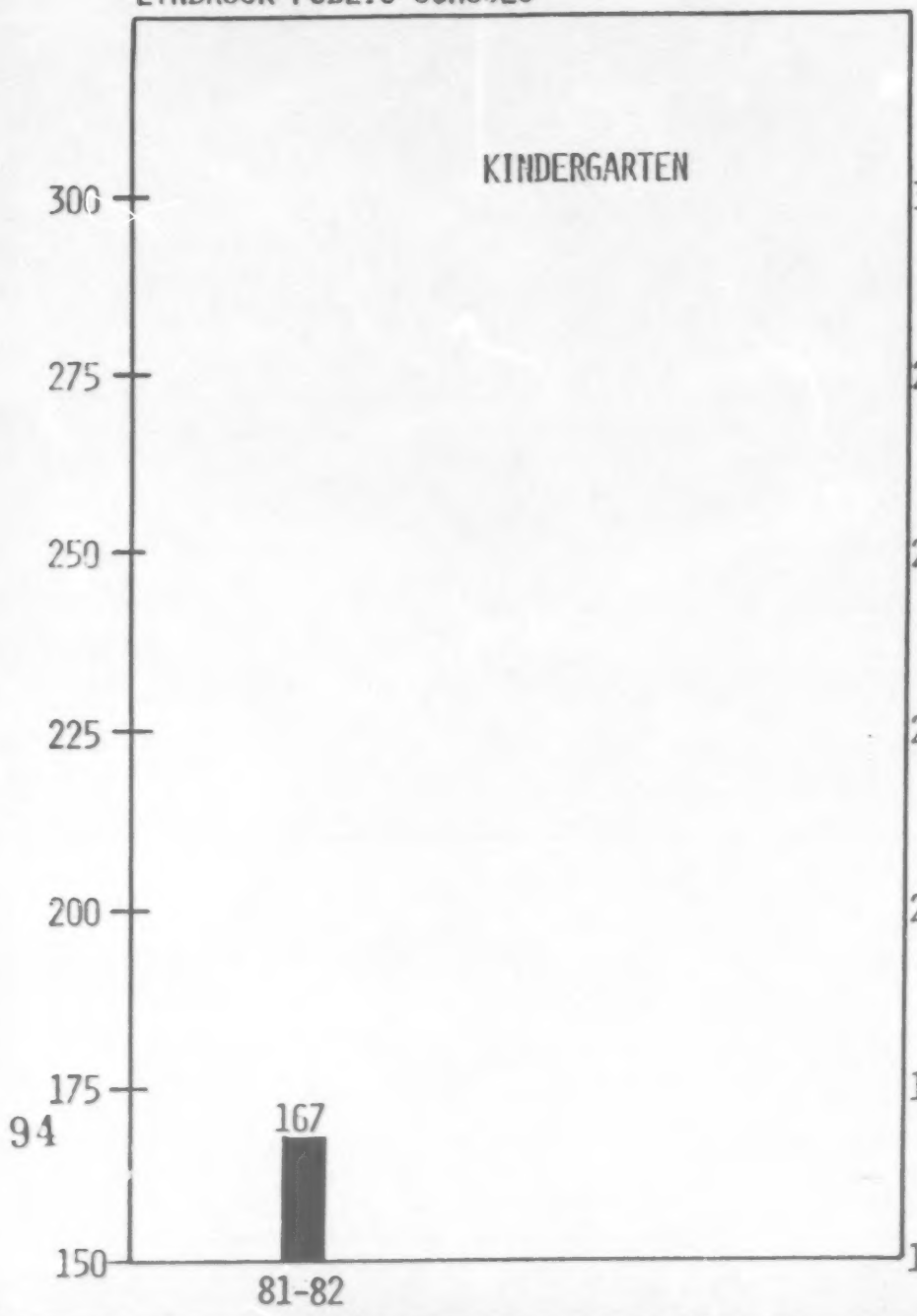
If this activity were to be performed again, it is hoped that enough data would be made available so as to enable the completion of both methods of enrollment projections. It would have been interesting to have had some experience utilizing both methodologies and to have been able to compare the results of the two processes.

Enrollment Information Form

Lynbrook Public Schools
11/15/81

Year	4/5	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
'76-77		107	203	235	239	236	239	265	280	323	339	339	340	303	3528
'77-78		190	183	203	234	232	231	240	260	276	377	335	324	340	3425
'78-79		162	179	182	204	244	232	231	247	262	325	353	318	313	3252
'79-80		175	188	189	103	209	244	241	238	246	305	312	331	304	3165
'80-81		149	185	192	190	191	205	238	234	240	262	306	289	326	3007
'81-82	147	167	162	173	179	191	180	211	245	240	275	264	291	274	2871
'82-83			175	162	171	182	187	182	213	246	275	269	249	283	
'83-84				175	160	174	178	189	183	214	281	269	254	242	
'84-85					173	163	171	180	191	184	245	275	254	247	

ENROLLMENT PROJECTIONS
LYNBROOK PUBLIC SCHOOLS



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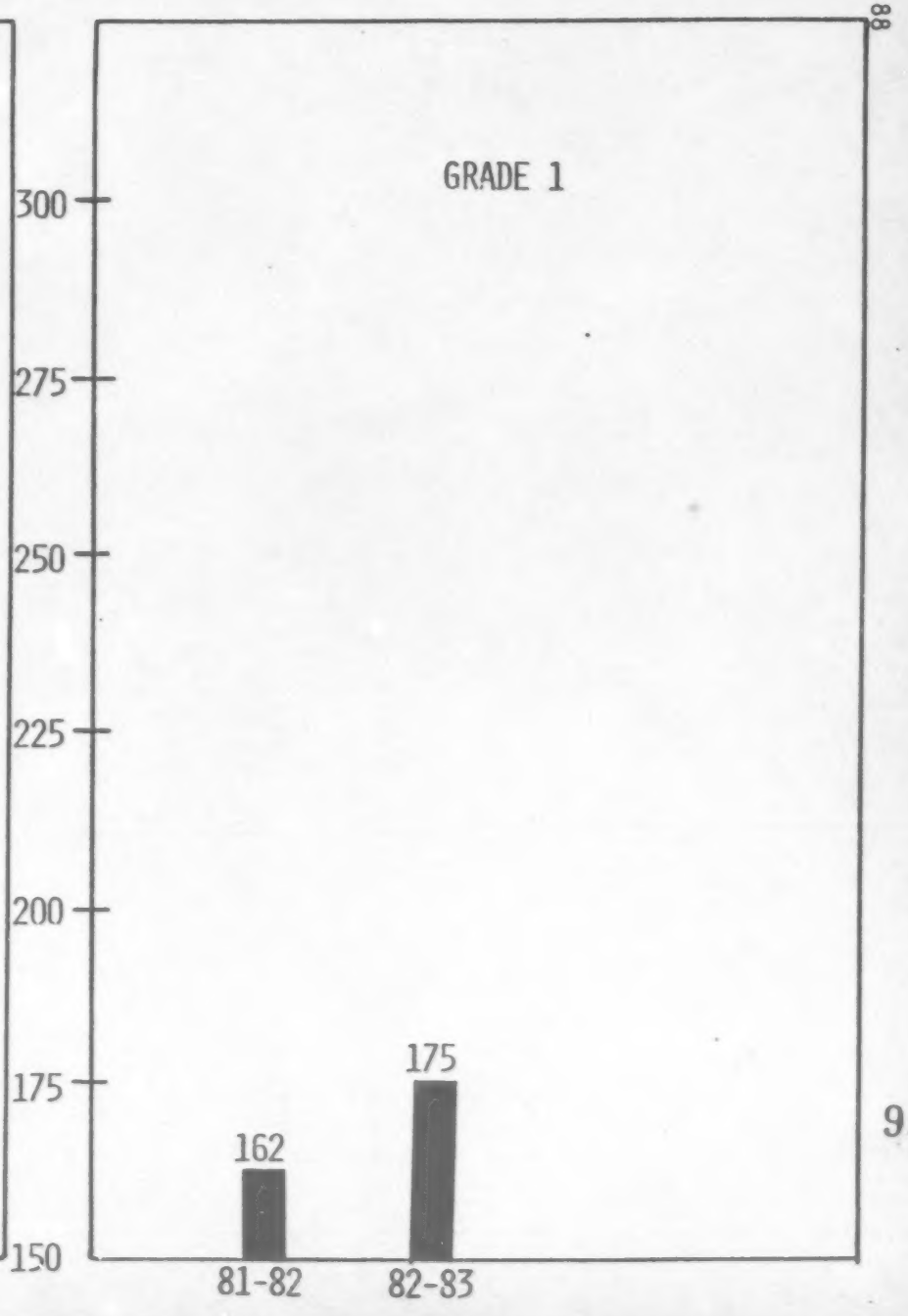

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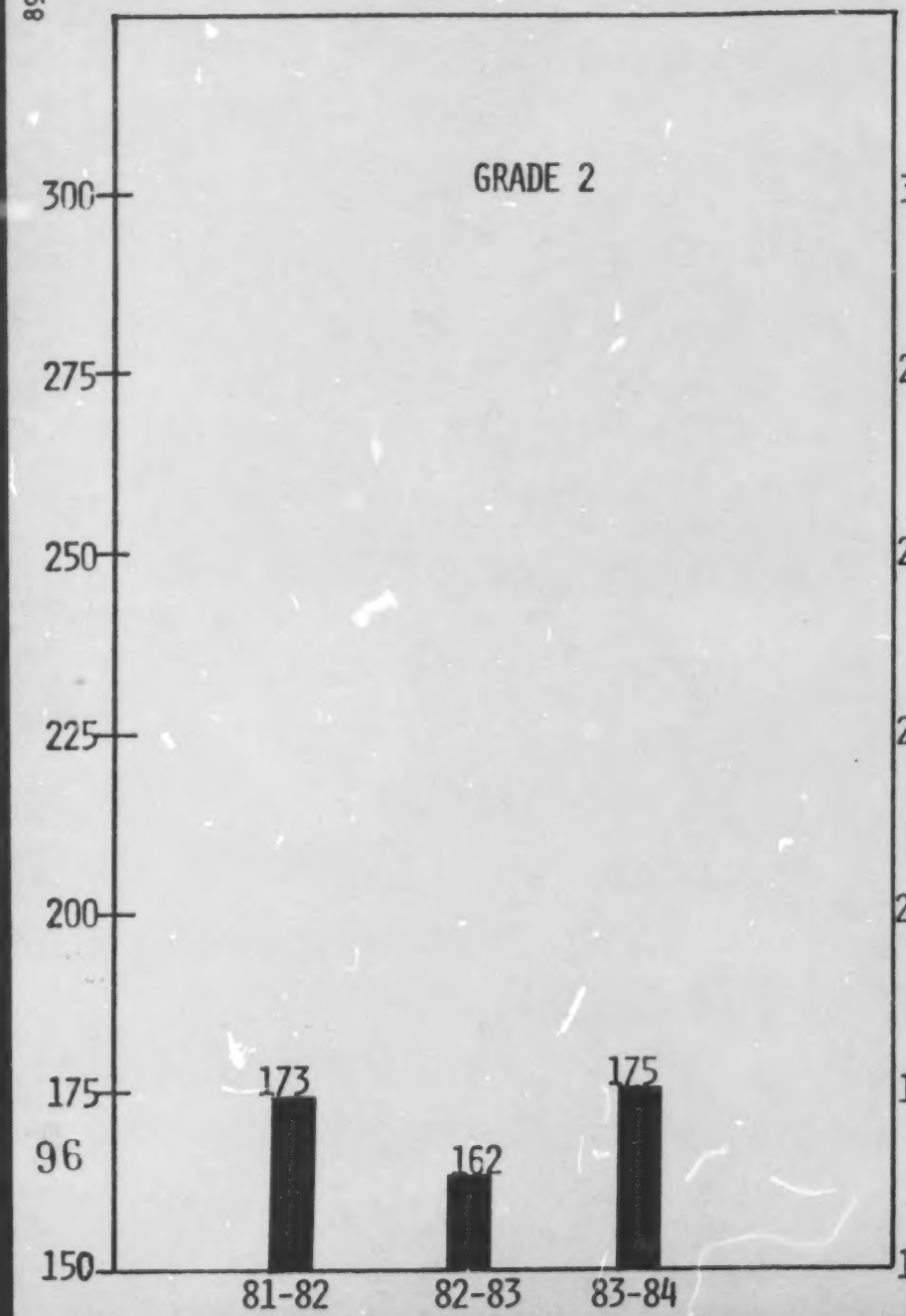
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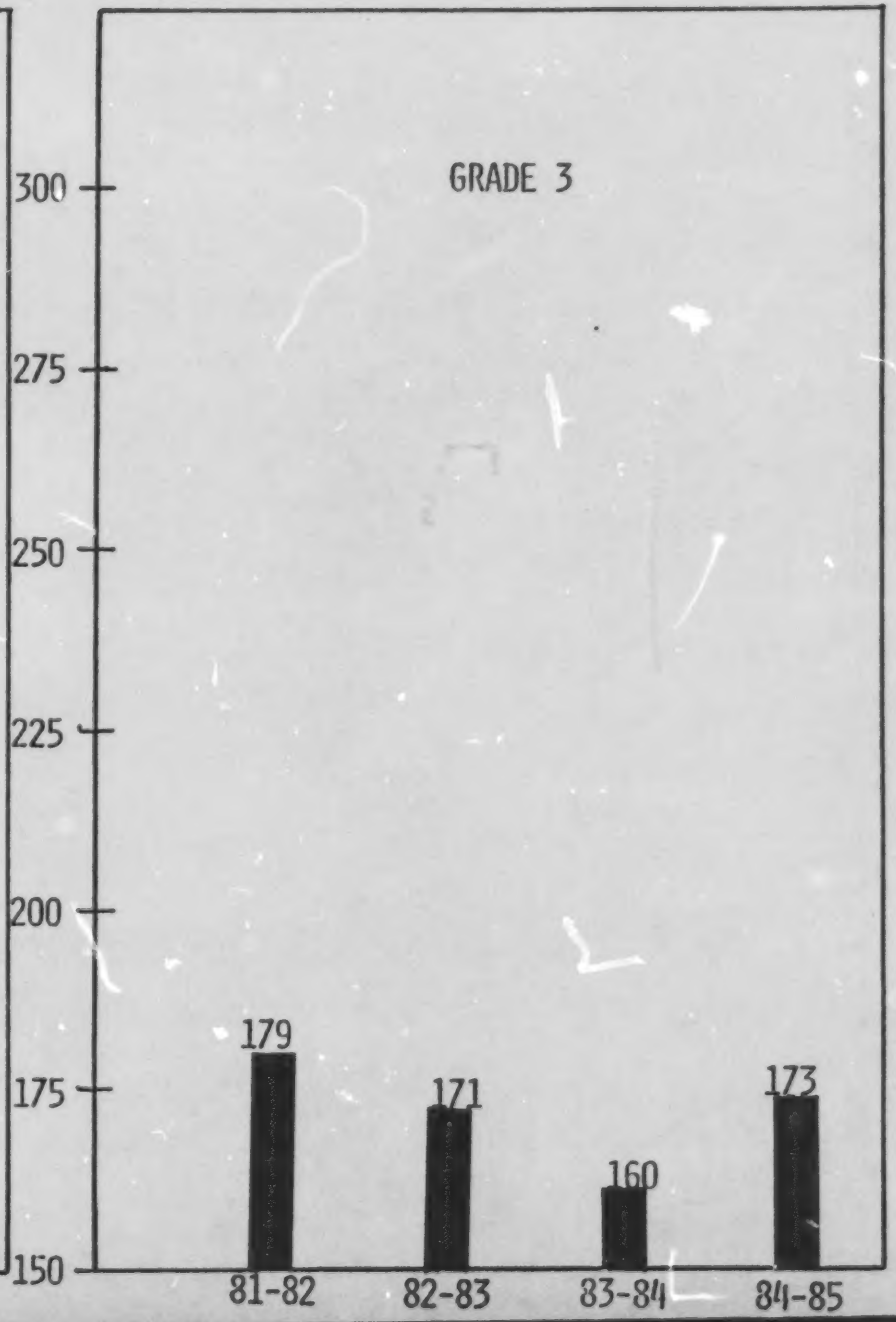
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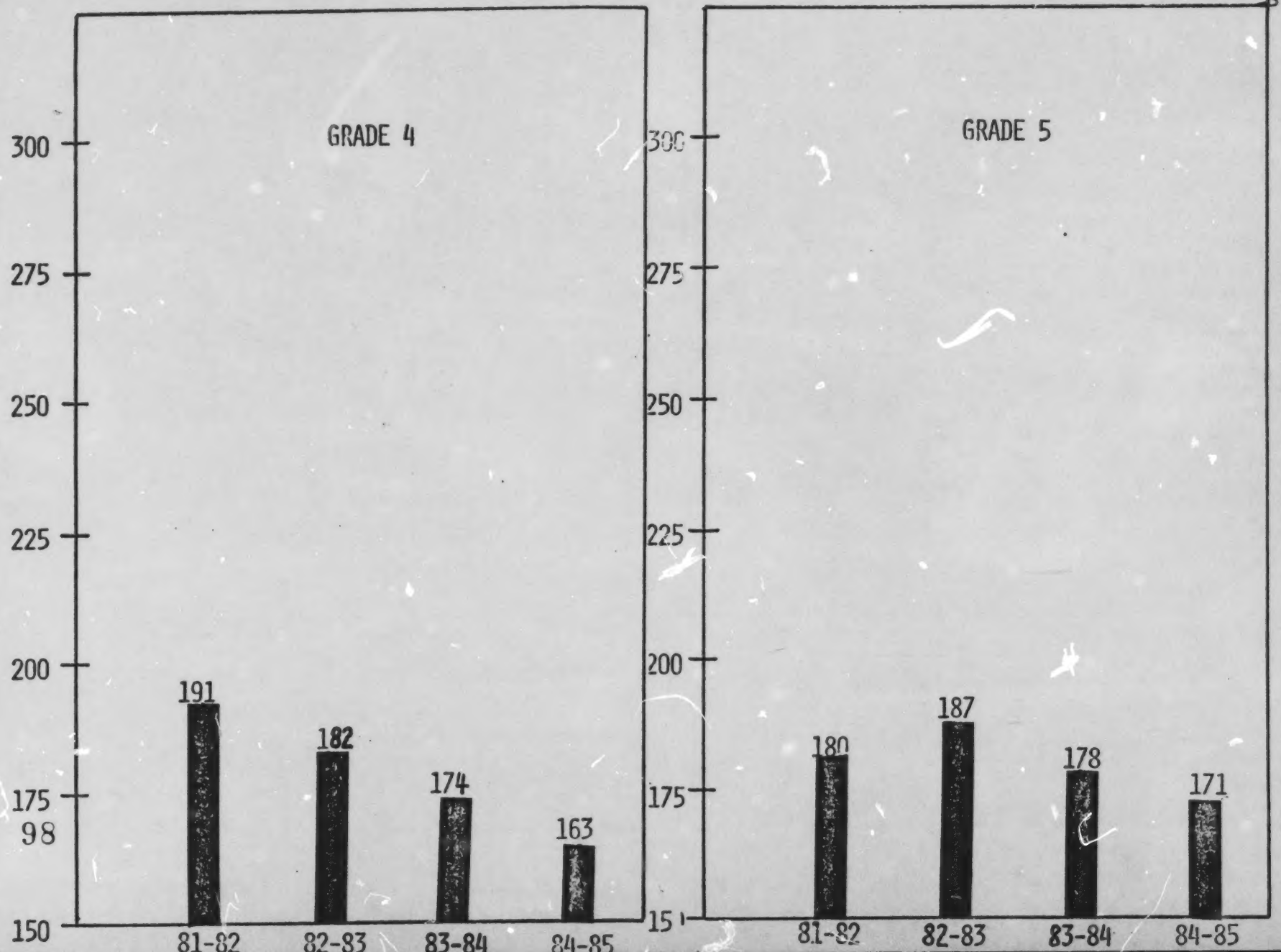
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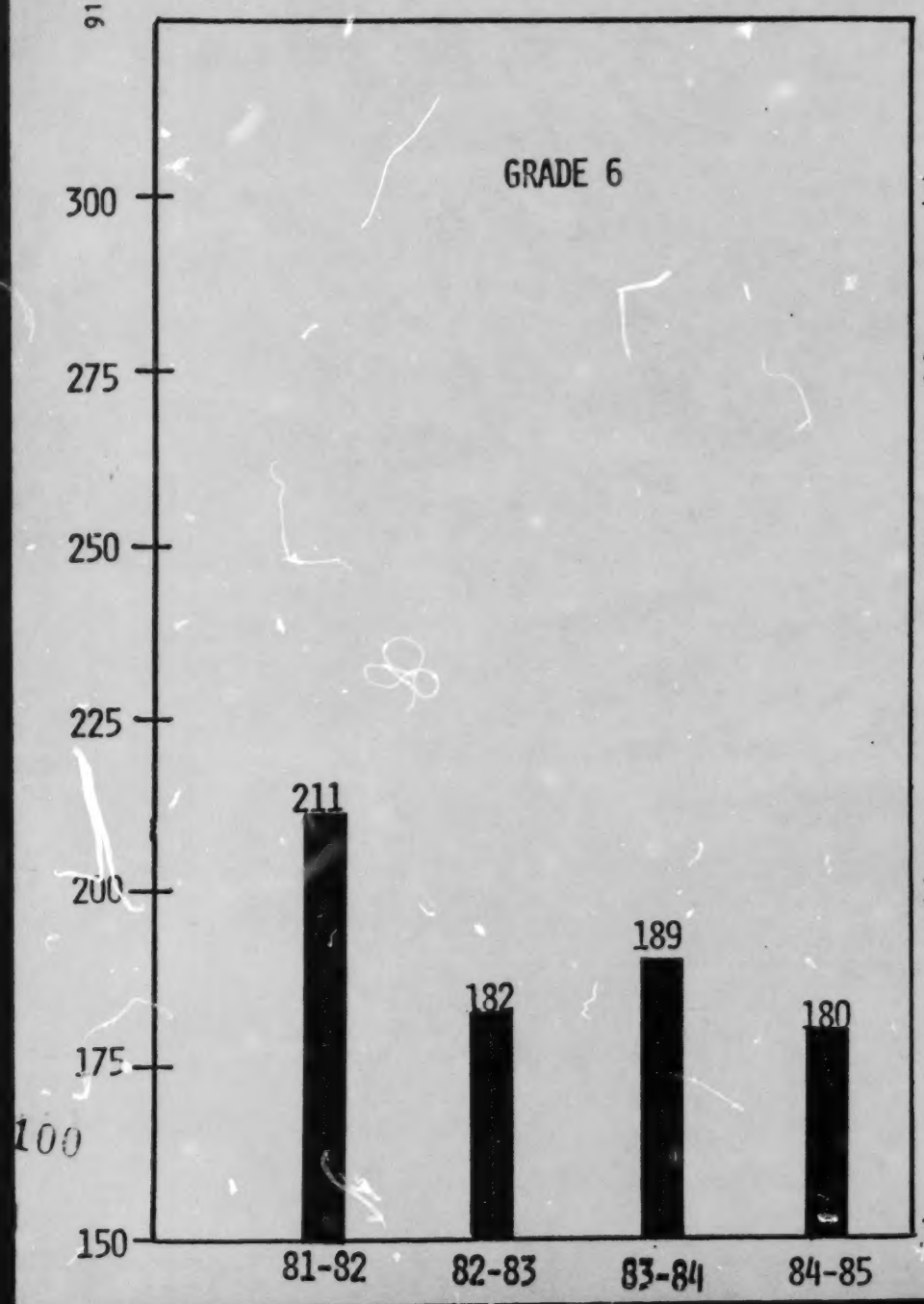
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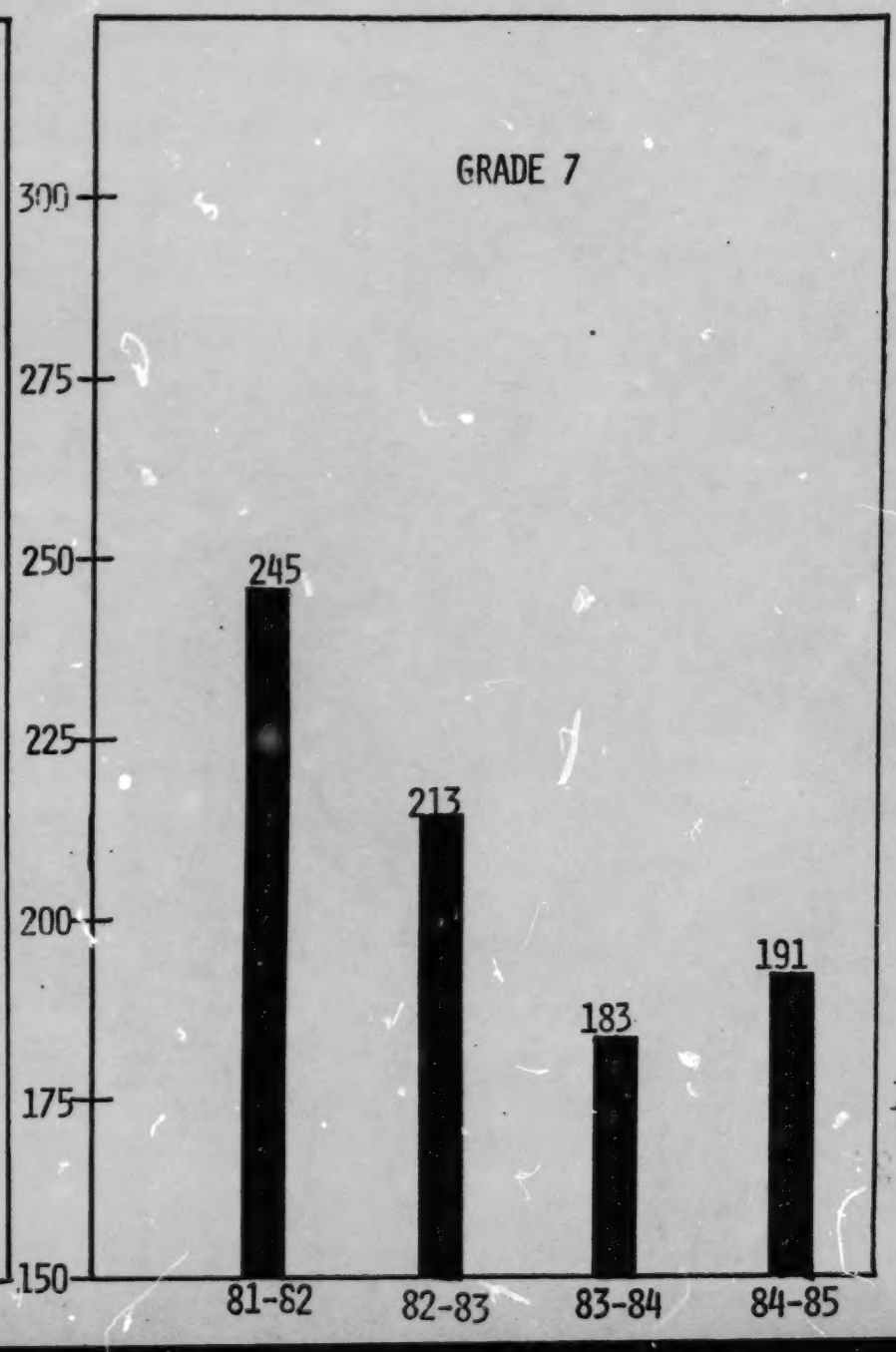
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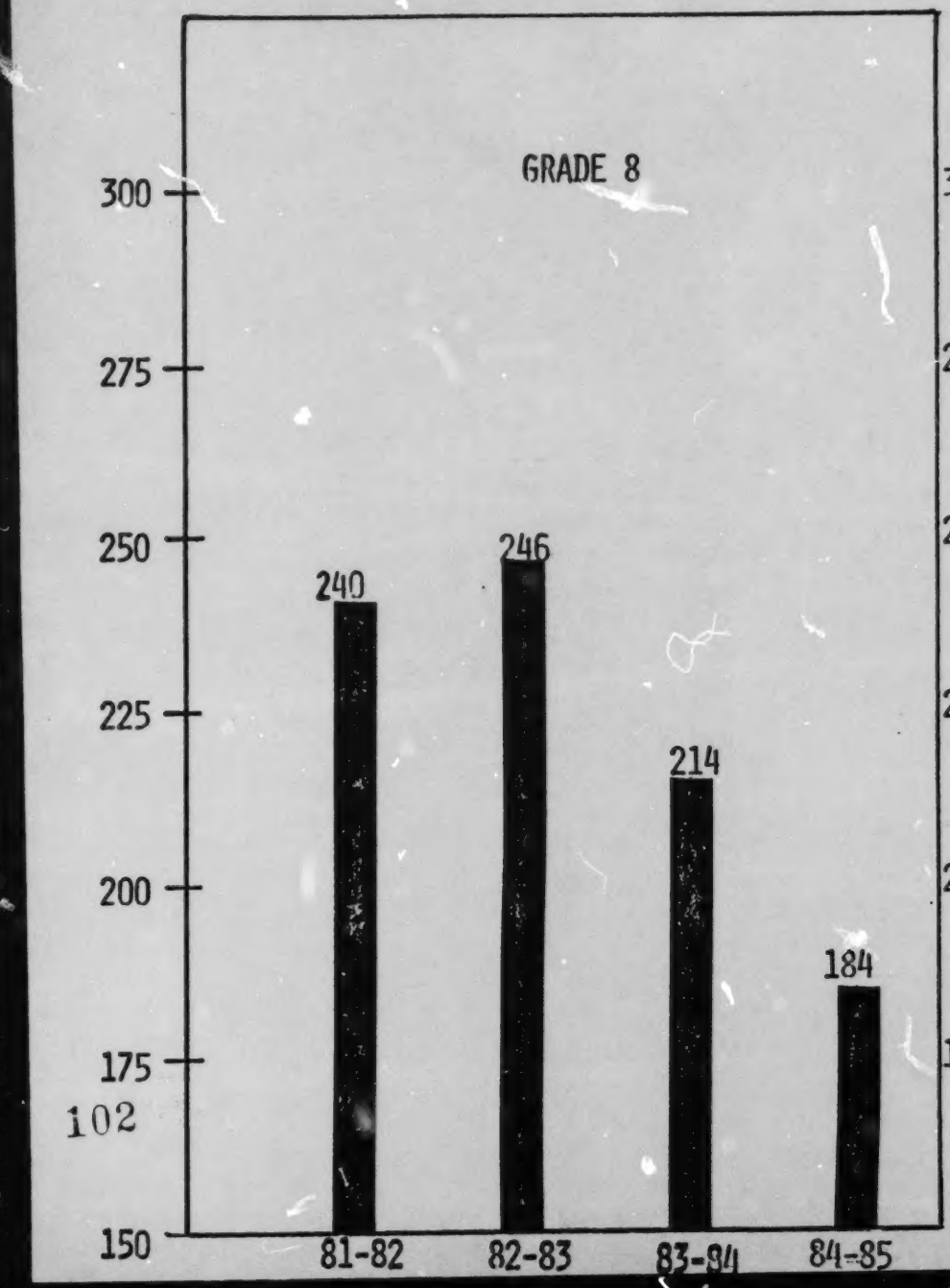
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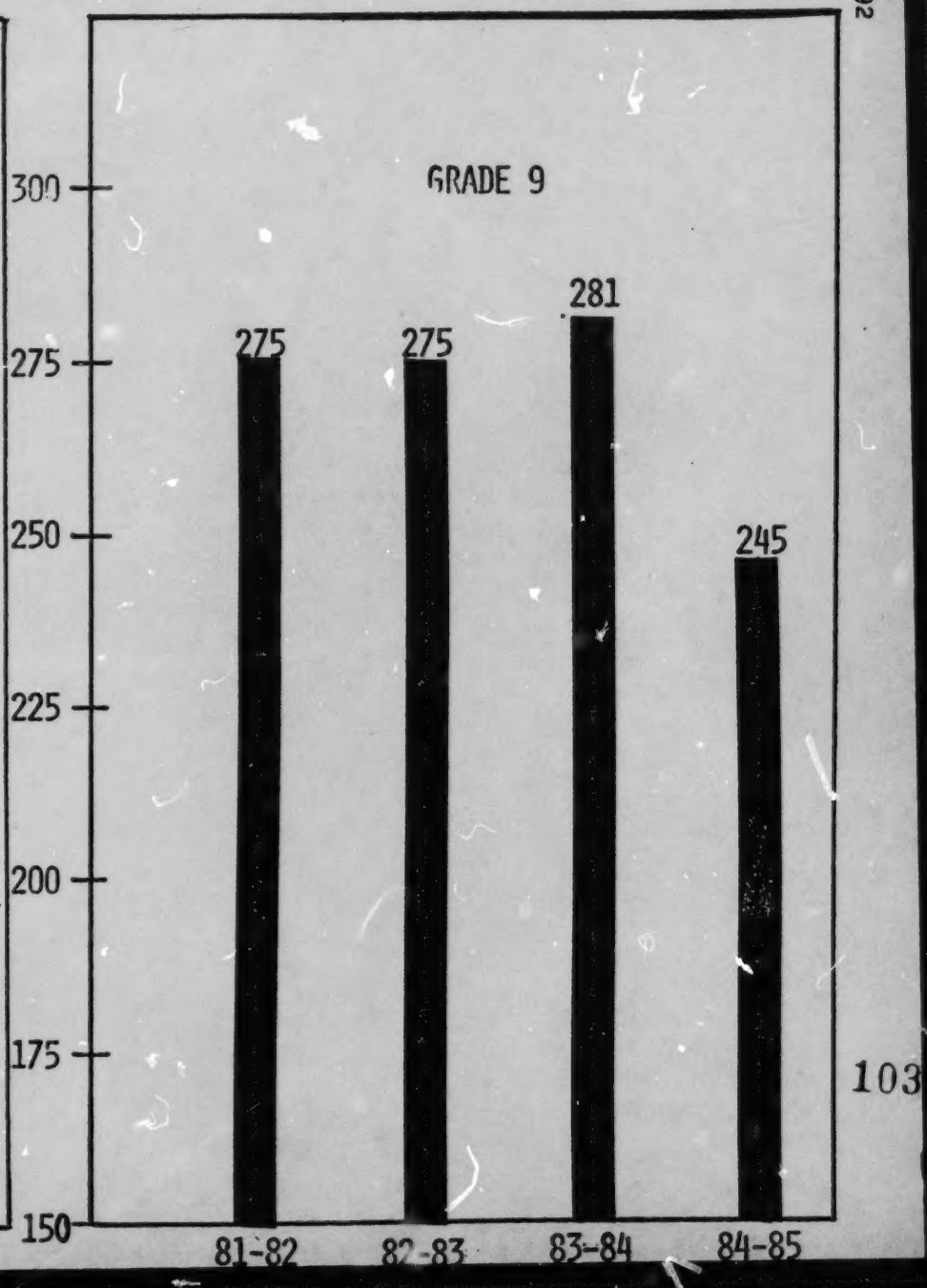
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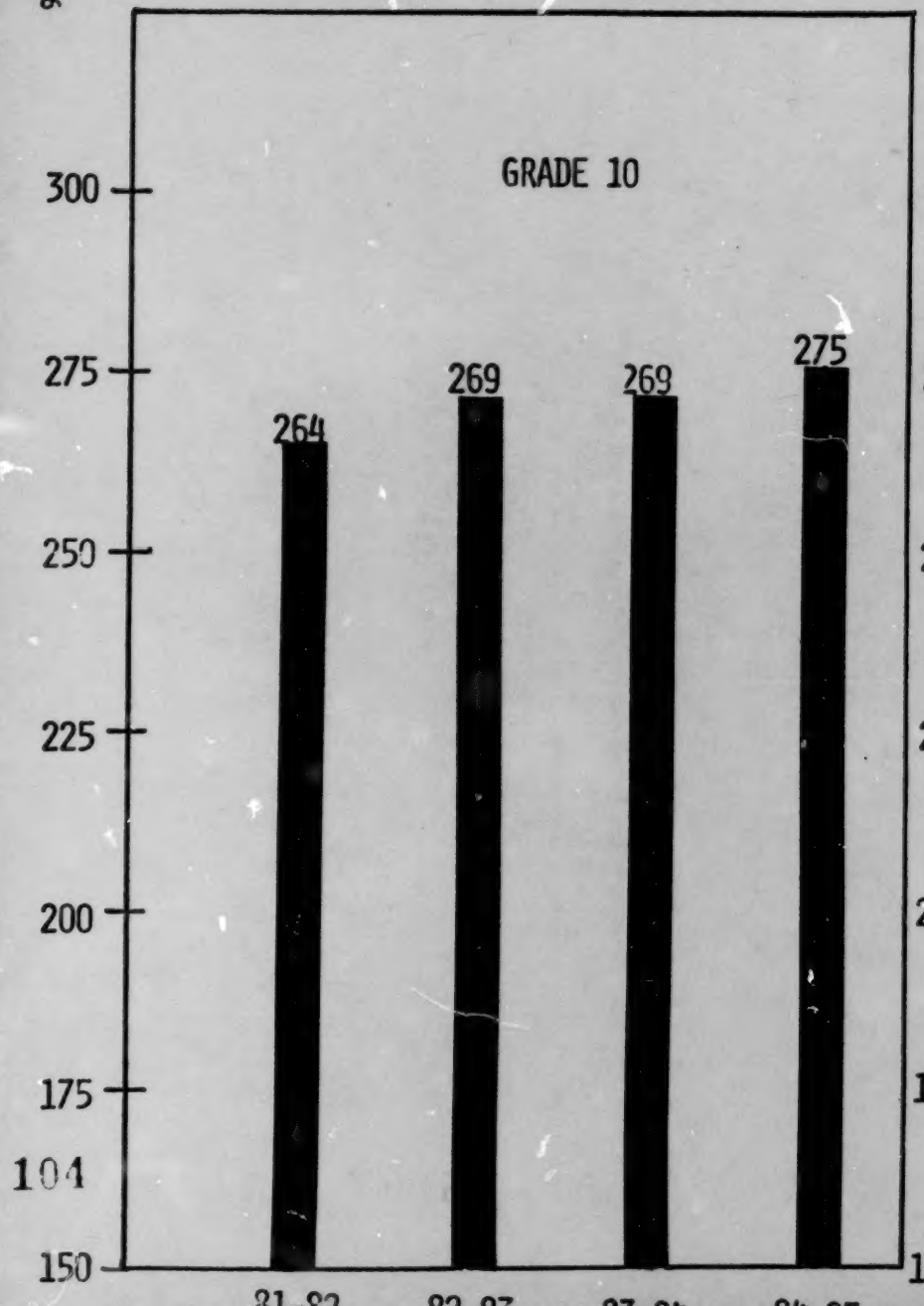
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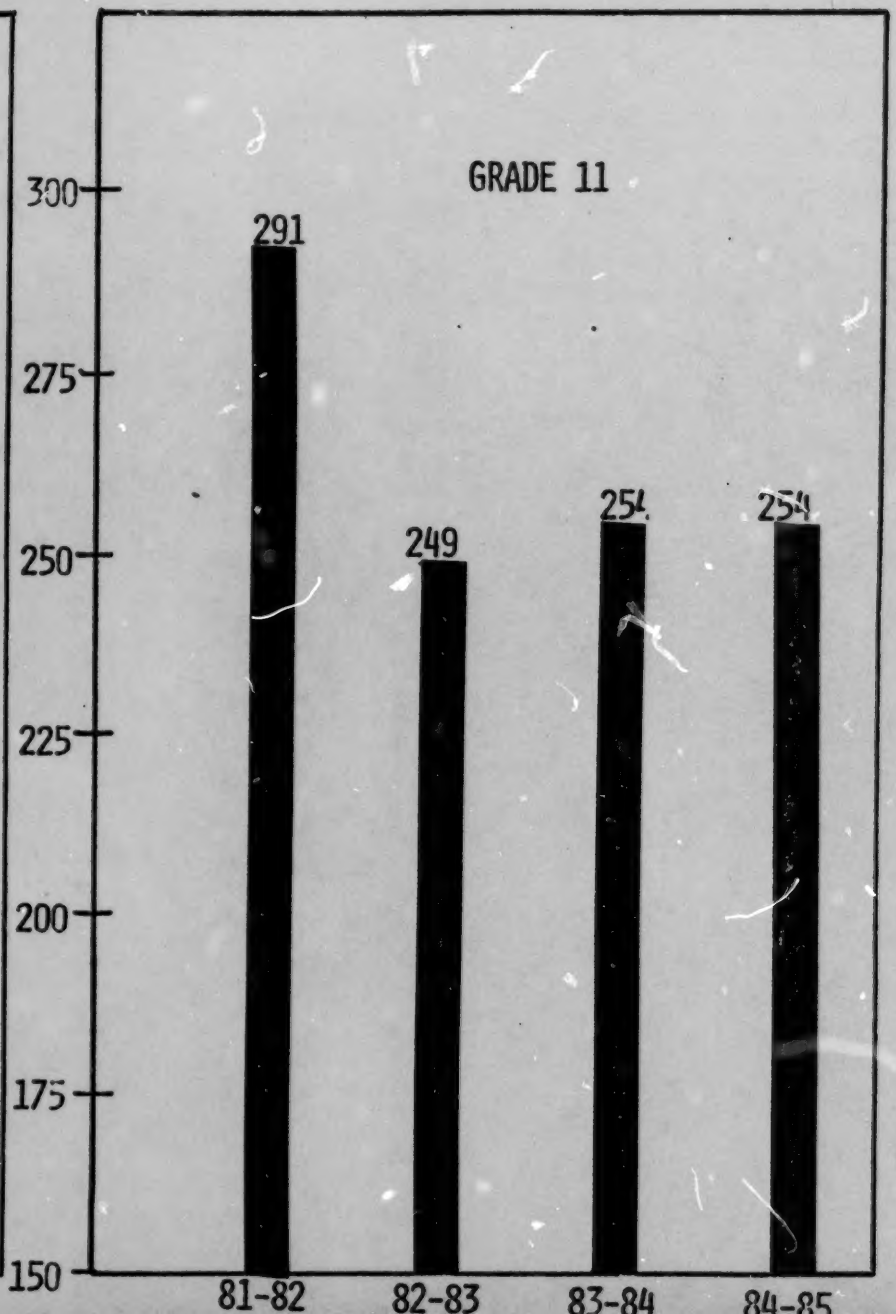
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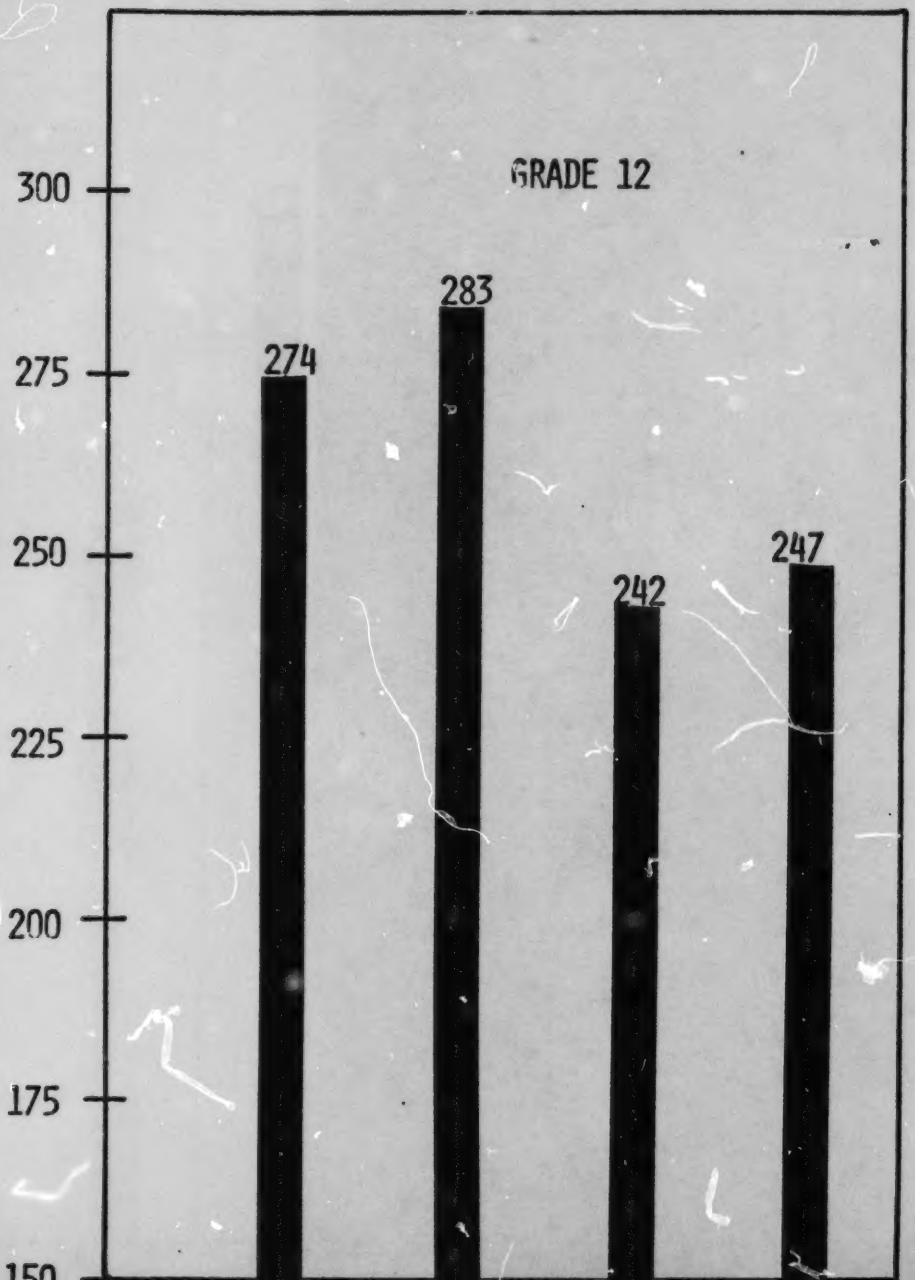
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SCHOOL ATTENDANCE AREAS

Helen Flowers

I. Description of Project

The contemplation of any change in school attendance areas whether brought about by the closing of a school or the reorganization of grade levels in a school district necessitiates consideration of housing patterns, busing routes, and such natural boundaries as heavy traffic streets and highways.

One way to present this information in a graphic manner is to prepare a map of the district showing present attendance areas and where students at each grade level live. Such a project showing housing patterns was undertaken in Lynbrook using pins to show where each elementary child lived and different colors to indicate grade levels.

II. Procedure

The Lynbrook school district is divided into five attendance areas: one for each of the three elementary schools and two whose residents may choose the elementary school they wish their children to attend.

The school district prepared and mounted on hardboard a large map (3 1/2 feet by 5 1/2 feet) of the school district with each attendance area outlined in a different color. There were, then, five attendance areas divided among three schools. For each school the central office organized a list of students attending that school, their names being arranged according to the streets on which they lived.

One unfamiliar with the district and the location of streets had first to find a specific street in an index on the back of a small map, ascertain its coordinates, and using those coordinates find the street on that map. Knowing then the general location of the street, one searched the large map for that street and placed an appropriately colored pin for the grade level of the child living there. In the two free choice areas, the school each child attended was also indicated.

III. Data Obtained

The finished project was a map of the district showing present attendance areas and colored pins placed in those streets where elementary students lived. Each child was represented by a pin whose color indicated the child's grade level, and in the two free attendance areas, an initial letter written next to the pin told which school the child attended.

The viewer of the map can easily see how school populations would be affected by redrawing attendance area boundaries.

IV. Problems Encountered

The hardboard backing on which the map was placed made secure placement of pins difficult and resulted in sore fingers and pins which tended to fall out.

Locating streets on the district map proved to be frustrating and time consuming for one not familiar with the district. The lack on the district map of coordinates keyed to an index of street names necessitated several additional steps in the street location process.

Placement of pins required seventeen hours.

V. Evaluation

Attention to the following points would make the project both easier and faster:

1. The backing over which the map of the district is placed should be of some easily penetrable material such as cork board so that pins will go in easily and stay in place.

2. Locating streets on the district map is difficult and time consuming for one not familiar with the district. Easy to use street locators keyed to coordinating letters and numbers on the map itself would facilitate locating streets.

3. Placing pins is not a difficult task, only time consuming. (The task took almost seventeen hours.) It is one which could easily be accomplished by upper grade students, parent volunteers, or aides. It requires some attention to detail for the sake of accuracy.

The Political Nature of the Neighborhood School Community in an Enrollment Decline

Tona Rea

This study examines the responses of the residents of one suburban school district to a mail survey regarding the community's public schools in a period of rising school taxes and declining school enrollment. Specifically addressing itself to Harry Summerfield's idea that school districts are better viewed as several communities rather than one (1971), the study attempts to determine whether a citizen's residence in a particular elementary school attendance area affects certain responses in the questionnaire.

Survey of the Literature

The phenomenon of declining enrollment in schools is a source of serious concern to school districts throughout the country (Abramowitz and Rosenfeld, 1978, p. 1). In an era of prosperity and more generous public attitudes toward school budgets, declining enrollment in schools might be welcomed as an opportunity for improved curriculum development and innovation. With today's inflation, however, declining enrollments in public schools simply mean less state aid, costly maintenance on under-utilized buildings, and an excess of highly salaried staff (Gay, Dembowski, & McLennan, 1981, pp. 656-657).

Much of the trouble that school districts encounter in attempting to manage declining enrollment is a result of being unprepared to deal with it (Keough, 1974, p. 32). A survey of

the literature on declining enrollment shows that lack of preparation in three areas is most often to blame for crises that arise: lack of a master plan for managing the decline, lack of accurate information for decision making regarding the decline, and lack of meaningful procedures to involve the community in the process of arriving at solutions. Because the three areas tend to be interrelated, a district's failure to address any one of them may lead to community upheaval and, in some cases, revolt (Kaye, 1978, p. 9).

One pitfall--commonly perceived by taxpayers as a logical solution to the declining enrollment problem--is to cut costly fuel oil bills and administrative staff salaries by closing underutilized buildings. It is on the issue of school closings that many districts run into serious trouble with the community--or, more accurately, with that subcommunity whose neighborhood school is to be closed. Without long-range planning, accurate figures for decision making, and meaningful involvement of the community in the process, a school closing--or even the threat of one--touches a nerve in the citizenry that can dramatically alter the political climate of the school community.

It is therefore not surprising that school districts have been urged to involve their citizens in the process of finding solutions to the problem (Abramowitz and Rosenfeld, 1978; Keough, 1974, 1978; Eisenberger, 1974; O'Neil, 1980). Some boards, eagerly seeking public support for their educational programs and

policies, attempt to reach the community-at-large by conducting mail surveys. The purposes of such surveys may include

-projecting an "open system" image of the decision-making process to the residents-at-large,
-assessing the opinions of residents regarding the public schools,
-determining the extent of public support for current educational programs and use of facilities
-eliciting information on residents' concerns regarding the future of the community's public school program and policies.

Information gathered in such surveys raise interesting questions for study. Harry Summerfield has pointed out, in The Neighborhood-based Politics of Education (1971), that school district communities are actually several communities rather than one. These "subcommunities" cluster around what is popularly known as "neighborhood school", the elementary school for each attendance area within the district. Students of educational politics and community studies clearly acknowledge that a school district consists of socio-political units determined by neighborhood school attendance areas (Gamson, 1968; Iannaccone and Lutz, 1970; Summerfield, 1971; Poplin, 1972; Mann, 1976; Salisbury, 1980).

In a school community crisis such as declining enrollment these political aspects may be at the heart of the problems associated with the decline: allocation and use of shrinking resources,

long-range effects on educational program, and the impact of these decisions on the human elements of the community. As Katherine Eisenberger has pointed out in writing about the traumatic nature of school closings, there are no loyalties to a district--there is only loyalty to a school (Eisenberger, 1974, p. 33).

The importance of the neighborhood school concept in American communities goes beyond actual schooling. Many people actively seek homes in communities with a reputation for "good schools". What's more, the neighborhood school is often valued as a hub of socialization as well as an educational institution. Those who have no children, or those who have already raised them, know the resale value of their home can be affected by the reputation and accessability of public schools. Although property taxes for schools may be excessive, the cost to homeowners of losing a neighborhood school may be higher in the long run. Parents and even nonparent taxpayers are therefore often resistant to closing a school in their own neighborhood (Keough, 1978, p. 9; Eisenberger, 1974, p. 34).

Another important indicator of what many Americans like to call "quality education" is class size, especially in the lower grades (Porwell, 1978). Regardless of the controversy surrounding recent class size research studies (Glass & Smith, 1978; ERS, 1980, p. 70), the general public tends to believe that smaller classes mean better learning opportunities for students (Porwell, 1978).

For residents--and especially parents--in a threatened area, small class size and neighborhood schools are what they stand to lose if schools are closed to cut costs. As declining enrollment literature and the practitioners point out, most residents see the closing of schools to save money as a sad but necessary step...unless it is the resident's own school--then it is suddenly unthinkable (Eisenberger, 1974, p. 34). Such a situation, in which citizens find themselves quarreling over priorities and scarce resources, has serious political implications.

Summerfield sees the political nature of school districts as a natural outgrowth of the neighborhood school concept (1971). In a declining enrollment situation, the threat of a school closing can be expected to heighten the political activity of residents in the threatened area. On the other hand, residents in school areas not threatened by closure may be more sensitive to rising costs of "unnecessary" underutilized facilities and the local tax levy that goes with them. These factors and the human special interests that attend them may be especially evident in a voluntary response to a school district's mail survey. Don A. Dillman (1978), in his research on mail and telephone surveys, has pointed to the need for more attention to why respondents respond as they do. This study responds in part, to Dillman's concerns about survey respondent motivation.

Residents who identify their concern by simply responding to a community survey, may provide the board with useful information

about the political configurations of the community. If Robert Salisbury is right in supposing that people active in one area of community concern are likely to be active in another, then the people who take the time to respond to the survey are probably those who also take the time to exercise their right to vote on school matters (Salisbury, 1980, p. 100). The resident's right to vote on a school budget and to elect school board members is a source of power that residents in a threatened area would surely want to acknowledge to school officials (Summerfield, 1971). Moreover, PTA groups, consistently supportive of educational goals and school budgets, can be expected to put their political expertise into high gear if threatened by the possibility of a school closing. Both PTA and neighborhood community leaders would, no doubt, see a community survey as an opportunity to encourage residents to "speak out" in an effort to influence the decision-making process of the board of education. It is the source of that "effort to influence" that this study is designed to examine.

Statement of the Problem

A community mail survey may yield valuable information for school districts facing declining enrollment, but unless school officials examine the source of the survey responses, they may be looking at a distorted picture of community concerns. Once the various school attendance areas have been identified, there may be good reason to view them as special interest groups in their own right.

Essentially, then, school officials need to know whether their communities are of one mind or many. Do several communities exist within the district, as Summerfield has suggested, and if so, are these differences related to the threat of a neighborhood school closing? Specifically, in light of Summerfield's theory on neighborhood-based politics, the following questions can be raised regarding responses to community surveys in times of declining enrollment:

-Will school attendance areas differ on educational priorities in a time of declining enrollment?

-Will a higher percentage of residents whose neighborhood schools are threatened by declining enrollment respond to an opportunity to make their views known to the board of education?

-Will such residents see public schools in a more positive light than residents who do not feel threatened by the closing of their neighborhood school?

-Will such residents give higher priority to small classes and neighborhood schools than other residents?

-Are such residents likely to indicate that they are more active in voting on the school budget than other residents?

Statement of Hypotheses

This study tests six hypotheses about differences in elementary attendance areas in one suburban school district during a period of declining enrollment and rising taxes. Specifically,

the study examines the survey responses of residents threatened by a school closing as compared with the responses of those whose schools are not threatened.

1. A larger percentage of residents in a threatened elementary school attendance area will respond to the survey than those in nonthreatened areas. Harry Summerfield has explored the political nature of school neighborhoods and their ability to mobilize for defense when necessary, particularly when there is past evidence of organized leadership and commitment to the neighborhood concept of education. Based on the work of Summerfield and others cited in the literature, and in view of the threatened area's demonstration of political action ability in the last school budget vote (In 1981, 726 votes were cast by Waverly Park residents out of the 1353 total number of votes cast), it is reasonable to expect that Waverly Park residents will respond in proportionally larger numbers than the nonthreatened area residents of Marion Street and West End.
2. Compared with respondents in nonthreatened areas, respondents in the threatened area will indicate that the quality of the public schools is a more important factor in their decision to live in the community. Real estate agents are often the first to verify the role the public schools play in people's decisions to buy in a community. For many, "quality schools" include neighborhood school access (Eisenberger, 1974).

Moreover, people who may stand a chance of losing a neighborhood school are likely to be more sensitive to that loss as a "loss of quality".

3. Compared with responses in nonthreatened areas, respondents in the threatened area will indicate that the quality of the public schools has a more important effect on the property value of homes in their areas. The literature has pointed out that the neighborhood school concept is an economic one as well as an educational one. People who have invested in a home because of the community's neighborhood schools can be expected to equate "quality" schools with that neighborhood concept and, therefore, will indicate that the quality of the schools enhances the property value of homes in their area.
4. Compared with responses in nonthreatened areas, respondents in a threatened area will indicate class size as a higher priority in assessing the strengths of the school system. Schools with declining enrollment enjoy the luxury (albeit the expense) of space and small class size, in most cases. In spite of rising taxes, many residents--and especially parents--in the threatened area will want to maintain the "higher quality" often equated with small class size and give it priority as a strength of the school system.
5. Compared with responses in nonthreatened areas, respondents in the threatened area will indicate neighborhood schools as a higher priority in assessing the strengths of the school system. As indicated in the literature on neighborhood-based

politics, for residents--and especially parents--in a threatened area, this opportunity to indicate support for the neighborhood school concept to the board of education can be expected to draw a high response from those who fear the loss of their own school.

6. Compared with responses in nonthreatened areas, respondents in the threatened area will indicate that they are more active in voting on the school budget. Politically astute and active residents can be expected to respond to the questionnaire. In this case, the threatened area of Waverly Park has already shown its "voting power" in the last school budget contest. According to Robert Salisbury's recent study on citizen participation (1981), those who have been active in one area of school participation will also be involved in this survey.

Design and Methodology

Operational Definitions

This study examines the relationship between one independent variable--where a school resident lives in the district (the legally defined "school attendance area"--and one dependent variable--the resident's responses to a mailed questionnaire regarding the community's public schools in a period of declining enrollment.

The elementary school attendance area is, according to Harry Summerfield, a legally bounded area for public school

attendance by children of the "neighborhood" of families clustering around the elementary school (1971). In this study of the Lynbrook school district, these elementary school attendance areas consist of Marion Street School (2611 households), Waverly Park School (917 households), and West End School (2947 households).

The term "threatened school attendance area" refers to the school-closing possibility in the area, due to declining enrollment. The school in this district in danger of being closed as a result of declining enrollment is Waverly Park with a current enrollment of 250 students as compared with Marion Street's 395 students and West End's 417 students.

The dependent variable in this study consists of resident responses to a mail survey questionnaire. The responses to six questions are examined. Two of the questions elicit information about the resident: school attendance area and degree of school budget voting activity. Two other questions ask the resident's opinion about the "quality" of the schools in relation to real estate property value in the area and the resident's decision to live in the area. The two remaining questions ask about class size and neighborhood schools as priority areas of strength in the school system. These six response areas are analyzed to test the hypotheses of the study.

Sample

Since one purpose of the survey was to reach each resident household of the district, the sample actually designed was a census, or 100% sample (Federer, 1973, p. 63). The sampling frame for the mailed questionnaire was the school district resident mailing list based on the house-to-house census of the school district. The current resident/household count of the Lynbrook School District is 6475, which includes each of the three elementary school attendance areas. This list consists of household addresses rather than names, and it lists all apartment households as separate addresses. The list was checked against other sources of school district population figures, i.e., BOCES school attendance services, Department of Assessment in Mineola, and the district's own file of school census records.

The sampling unit for the survey was the resident household; the observational unit for the survey was the person representing the household in answering the questionnaire (Federer, 1973, p. 67). A ten-day return period was eventually extended to one month in order to encourage a greater response rate (Tufte, 1977, p. 122). A random selection of 329 residents from the BOCES school census list for Lynbrook were telephoned to check nonresponse bias.

Materials

The questionnaire, which is included as Appendix A in this report, was developed in the following manner. After a search of the literature revealed no survey questionnaire model that

would be appropriate for the purposes of the school district, a series of questions patterned after those used in various Gallop polls of the public's attitudes toward schools (Smith & Gallop, 1977) and the Seattle Neighborhood Survey (ED 133 914, 1976) were constructed by the researcher in conjunction with survey consultants at Hofstra University. The questions were reviewed by the school district officials and prepared for mailing by the district's printing service.

Data Collection Procedure

The mail survey questionnaire (See Appendix A) was mailed to each resident household on the school district mailing list by third class (bulk) mail. According to Lynbrook school officials, this type of mail delivery in Lynbrook usually requires no more than approximately three days for home delivery. A cover letter (page one of the three-part, fold-out design) by the superintendent explained the purpose of the survey, urged the resident's cooperation, and requested that the questionnaire be returned within ten days. As indicated earlier, this deadline was later extended to encourage greater response.

The returned questionnaires were collected, dated and stored in the superintendent's office until the date of the first deadline. The returns were then picked up by the researcher for coding and analysis. The superintendent's office continued to collect all returns which were picked up weekly by the researcher.

The responses on the returns were coded and transposed to computer coding sheets for IBM card punching. Cards were punched by the university computer center service, and an SPSS program was written for the processing of the data.

Data Analysis

Since the hypotheses of the study are based on household responses by district school attendance area, frequency distributions were derived from the responses to question #13 on the questionnaire in which respondents were asked to identify the elementary school which children in their neighborhood attend. Waverly Park (threatened area) respondents were designated as one group; all other respondents (nonthreatened areas) were designated as a second group. These frequency totals are displayed in Table 1 in which the sample frequencies are compared with the population frequencies of the resident households of threatened and nonthreatened school attendance areas.

Insert Table 1 about here

Hypothesis #1 looked at the proportion of threatened and nonthreatened respondents who respond to the survey. A two-tailed z was used to test the significance of the difference between the two proportions at the .05 level of alpha. A significant z indicates that the difference between the proportion of Waverly Park respondents and the proportion of respondents from

the two other school attendance areas is greater than would be expected from chance variation if the two groups were equivalent.

Hypothesis #2 examined the responses of threatened and non-threatened households on the importance of the quality of the public schools as a factor in their decision to live in the community. A two-tailed t was used to test the significance of the difference between the responses of the two groups at the .05 level of alpha. A significant t indicates that the difference between the frequencies of the Waverly Park respondents and those of the other two school attendance area respondents is significantly greater than would be expected from chance variation if the two groups were equivalent. The frequencies for the responses to this question (#6) on the survey are indicated in Table 2.

Insert Table 2 about here

Hypothesis #3 focused on the threatened and nonthreatened responses to the question of the quality of the public schools as an enhancement of the property value of homes in their areas. A chi square was used to test the significance of the difference between the frequencies of the two groups' responses at the .05 level of alpha. A significant chi square would indicate that the difference between the frequencies of the Waverly Park respondents and those of the two other school attendance areas is greater than would be expected from chance variation if the

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two groups were equivalent. These frequencies, which are responses to question #8 on the survey, are displayed in Table 3.

Insert Table 3 about here

Threatened and nonthreatened responses to class size as a priority strength of the school system is the focus of hypothesis #4. A chi square was used to test the significance of the difference between the response frequencies of the two groups at .05 level of alpha. A significant chi square indicates that the difference between the frequencies of the Waverly Park respondents and those of the two other school attendance areas is greater than would be expected from chance variation if the two groups were equivalent. The frequencies for the two groups in response to this question (#9) are displayed in Table 4.

Insert Table 4 about here

The responses of the threatened and nonthreatened school attendance areas regarding neighborhood schools as a priority strength of the school system is examined in hypothesis #5. A chi square was used to test the significance of the difference between the response frequencies of the two groups at .05 level of alpha. A significant chi square indicates that the difference between the frequencies of Waverly Park respondents and those

of the two other school attendance areas is greater than would be expected from chance variation if the two groups were equivalent. The frequencies in response to neighborhood schools as a priority strength are displayed in Table 5.

Insert Table 5 about here

Hypothesis #6 focused on the residents' activity as voters on the school budget. A two-tailed t was used to test the difference between the mean scores on responses of the Waverly Park respondents and those of the two other school attendance area respondents at the .05 level of alpha. A significant t indicates that the difference between the mean scores of the two groups is greater than would be expected from chance variation if the two groups were equivalent. The mean scores for the responses to this question (#12) on the survey are displayed in Table 6.

Insert Table 6 about here

RESULTS

Of the questionnaires mailed to the school district population of 6475 resident households, a total of 911 were returned and analyzed for data used in testing the six hypotheses regarding differences in the responses of threatened area residents (Waverly Park) and the responses of nonthreatened areas (all other areas).

The data displayed in Table 1 were used to test hypothesis #1 which states: A larger percentage of residents in a threatened elementary school attendance area will respond to the survey than those in nonthreatened areas. These data show that of the 911 returned questionnaires, 212 respondents reported Waverly Park as a school attendance residence as compared with the total Waverly Park residence household population of 917, resulting in a 23 percent return. The respondents reporting residence in school attendance areas other than Waverly Park numbered 699 out of a total population of 5,558, or a 13 percent return. A two-tailed z test for significance of difference between two independent proportions (Ferguson, 1971, p. 161) yielded a z of 8.43. Since the critical value of z at .05 level of alpha is 1.96, the difference is significant between the two proportions. The results confirm hypothesis #1 and allow us to conclude that a significantly greater proportion of Waverly Park households responded to the survey than those in the nonthreatened areas.

Table 2 presents data for hypothesis #2: Compared with respondents in nonthreatened areas, respondents in the threatened area will indicate that the quality of the public schools is a more important factor in their decision to live in the community. A mean score of 1.72 for Waverly Park responses to question #6 on the survey is compared with a mean score of 1.51 for responses of other than Waverly Park residents. A two-tailed t test of the difference between the two means (pooled variances) resulted in

a t of 3.91. Since the critical value of t at .05 level of alpha is 1.96, the difference is significant between the two means, allowing us to confirm hypothesis #2 and to conclude that Waverly Park responses indicate the quality of the public schools as a significantly more important factor in their decision to live in the community than the responses of the two other school attendance area households.

The data displayed in Table 3 were used to test hypothesis #3 which states: Compared with responses in nonthreatened areas, respondents in the threatened area will indicate that the quality of the public schools has a more important effect on the property value of homes in their areas. Waverly Park respondents indicated in 145 responses that the quality of schools had a great deal of importance with regard to local property values while 60 Waverly Park responses indicated not so great an importance. This compares with 435 responses from other-than-Waverly Park respondents who indicated quality of public schools has a great deal of importance regarding local property values in contrast with 234 non-Waverly Park households who indicated not so great an importance. A chi square test of the significance of the difference between the frequencies yielded a chi square of 2.04 at the .05 level of alpha with one degree of freedom. Since 2.04 is less than the critical value of chi square at .05 (3.84), we reject hypothesis #3 and conclude that Waverly Park responses do not assign more importance to the effect of quality of the schools on the local property values than those of other school attendance area responses.

Table 4 presents data relevant to hypothesis #4: Compared with responses in nonthreatened areas, respondents in a threatened area will indicate class size as a higher priority in assessing the strengths of the school system. In assigning priorities to items in question #9 of the survey, Table 4 shows that 124 Waverly Park responses gave no high priority to class size as a strength while 88 indicated it as a priority. Respondents from other school attendance areas assigned no priority to class size in 461 responses while 238 gave it high priority as a strength of the school system. A chi square test of the significance of the difference in these frequencies resulted in $X^2 = 3.62$ with 1 degree of freedom at .05 level of alpha. Since 3.62 is less than the chi square critical value for .05 level at 1 degree of freedom, we reject hypothesis #4 and conclude that, in comparison with other school attendance area responses, Waverly Park respondents do not assign a higher priority to class size as a strength of the school system than other residents who responded.

The data displayed in Table 5 were used to test hypothesis #5: Compared with responses in nonthreatened areas, respondents in the threatened area will indicate neighborhood schools as a higher priority in assessing the strengths of the school system. In assigning priorities to items in question #9 of the survey, Table 5 shows that 132 Waverly Park responses gave no high priority to neighborhood schools as a strength while 80 gave it a high

priority. Respondents other than Waverly Park assigned no high priority to neighborhood schools in 483 responses while 216 gave it a high priority as a strength of the school system. A chi square test of the significance of the difference in these frequencies resulted in $X^2 = 3.15$ with 1 degree of freedom at .05 level of alpha. Since 3.15 is less than the chi square critical value for .05 level at 1 degree of freedom, we reject hypothesis #5 and conclude that, in comparison with other school attendance area responses, Waverly Park respondents do not assign a higher priority to neighborhood schools as a strength of the school system than other residents who responded.

Table 6 displays data used to test hypothesis #6: Compared with responses in nonthreatened areas, respondents in the threatened area will indicate that they are more active in voting on the school budget. The data in Table 6 show the frequencies of responses to the four answers (assigned scores of 0, 1, 2 and 3) and the mean scores for both Waverly Park respondents (2.35) and for respondents other than Waverly Park (1.97). A two-tailed t test of the difference between the two means (pooled variances) resulted in a t of 4.46. Since the critical t value at .05 level is 1.96, the difference between the two means is significant, allowing us to confirm hypothesis #6 and to conclude that Waverly Park respondents indicate that they are more active in voting on the school budget than other school attendance area households who responded to the survey.

Discussion

The results of this study confirm the major question guiding the research--neighborhood communities are different in ways that should be of interest to school boards and school officials, particularly in times of declining enrollment.

The significance of the first hypothesis, in showing that Waverly Park residents are "over-represented" in the survey, was foreshadowed in the May 1981 budget vote of the school district, thus confirming Robert Salisbury's (1981) reference to the theory that those who participate in one phase of school involvement are likely to participate in others.

The fact that Waverly Park residents differ significantly from the other attendance areas in the extent to which they hold quality of the schools to be a factor in their decision to live in Lynbrook reflects the subcommunity's belief in education as a primary community resource. The number of Waverly Park responses to the survey as compared with its population figures lead to an intriguing political observation: While Waverly Park holds the power of the education system in Lynbrook through its active, political involvement, it may be close to its maximum in citizen participation. Should economic issues worsen, less active or now noninvolved citizens who have played a passive role thus far may exercise their right to participation and a voice in the educational priorities of the community subgroups.

What is evident from the results of the other hypotheses is that for those citizens who currently participate, the differences are relatively slight. Further research on other variables that may influence community differences or levels of interest is needed. Factors such as resident parents and resident taxpayers (homeowners) may be of considerable importance as independent variables in the question of how different or alike neighborhood communities really are.

Moreover, some procedures and constraints in this study which may affect the confidence of the results reported in this paper should be acknowledged. For example, some question exists as to whether all questionnaires reached the residences by mail delivery. Although additional forms were made available to those who requested them and the time extended to accommodate their completion, the procedure seriously muddies the sampling frame waters.

In addition, the timeline of the school officials sometimes preempted the original plans of the researcher. In particular, the plan for pretesting the instrument had to be dropped and the telephone nonresponse bias survey had to suffice.

Overall, the study seems to suggest, however, that a school community mail survey--with proper planning and a realistic timeline--can provide school districts with valuable insights into the dynamics of their citizenry. Those insights, in light of the ubiquitous dilemma of rising taxes and declining enrollment, may be the key for school officials in attempting to successfully manage the politics of decline in their districts.

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Table 1

Frequency Data:

Household Responses by School Attendance Area

School Attendance Areas	Frequency Totals		% Returned
	Sample	Population	
Waverly Park	212	917	23% *
Others	699	5558	13%

*z = 8.43, $p < .05$.

Table 2

Effect of Quality of Schools on Living in Community

by Sample Frequency Totals

School Attendance Areas	Survey Responses			
	Not Important	Important	Very Important	
Score	0	1	2	Mean
Waverly Park	11	35	164	1.72 *
Others	90	156	434	1.52

*t = 3.91, $p < .05$.

Table 3

Effect of Quality of Schools on Local Property Values

by Sample Frequency Totals

School Attendance Areas	Survey Responses	
	Not a great deal	A great deal
Waverly Park	60	145
Others	234	435

Table 4

Class Size as a Priority Strength of the School System by Sample Frequency Totals

School Attendance Areas	Survey Responses	
	No	Yes
Waverly Park	124	88
Others	461	238

Table 5

Neighborhoods as a Priority Strength of the School System by Sample Frequency Totals

School Attendance Areas	Survey Responses	
	No	Yes
Waverly Park	132	80
Others	483	216

Table 6

Resident's Self-assessment of Voting on School Budget

by Sample Frequency Totals

School Attendance Areas	Survey Responses				
	Never	Sometimes	Usually	Always	
Score	0	1	2	3	Mean
Waverly Park	12	26	50	123	2.35 *
Others	101	118	145	303	1.97

*t = 4.46, $p < .05$.

FACILITIES AND SPACE ANALYSIS

Paul Reilly

I. Description of Project

The information included in this section was collected to help the Building Utilization Committee fulfill its obligations, as noted in number 5 of the Lynbrook Board of Education charge to the BUC: Be cognizant of the educational and physical assets and liabilities of our schools. The data contained in the following charts will allow groups (decision-making and/or research) to easily examine vital information about their schools. How the information is used will depend upon the groups' responsibilities to a Board of Education.

II. Procedure

When analyzing facility and space utilization, the main goal is to collect relevant information. To gather the information, charts can be devised to include whatever information the group feels is pertinent. Visiting each school for the purpose of touring the facility and gathering the information is the most desirable means of obtaining it. However, having the charts filled out by a principal, business manager or other personnel is acceptable. One hopes the specific information sought will not be misconstrued by the person assuming the responsibility. The information included is descriptive in nature, allowing the reader to answer the questions. The two charts included in this section are titled "Space Utilization" and "Comparative Characteristics of the Lynbrook Public Schools."

III. Data Obtained

The Space Utilization Chart is a consolidation of information defining how each school building is organized. The types of rooms are listed in a manner which allows the reader to analyze the different characteristics among buildings. The information was compiled by analyzing building maps. Capacity, current enrollment and projected three-year enrollment are included to help the reader further analyze the relationship between student population and building utilization.

The model for the chart entitled Comparative Characteristics of the Lynbrook Public Schools was originally developed by the Committee on Declining Enrollment for the Bellmore Public Schools. The information compiled in this chart is descriptive and allows the reader to compare specific characteristics. A breakdown of what information is included in each category and what additional information might be included follows.

1) Year Built and Type of Building: Gives a clear description of the building in general. Accessibility for the handicapped should be included.

2) Zoning: Important for determining real estate value. Another consideration might be to include current property values.

3) Classrooms: Gives size of present classrooms.

4) Storage: Important if considering closing a school. Other considerations might be to include the percentage of storage space utilized or amount of storage space available.

5) Lavatories: Describes available facilities. A comment on the ability to accommodate handicapped persons may also be included.

6) Auditorium, Gymnasium and Cafeteria: Describes these areas in each school, including size and specific utilization. Utilization by outside agencies may also be included.

7) Business and Administrative Offices: Describes the space needed to accommodate central offices which is an important consideration for overall planning.

8) Playgrounds: Describes the grounds and facilities. Utilization of grounds by groups should be mentioned.

9) Security Costs: Important consideration in planning school closing. Closing buildings does not necessarily mean completely reduced costs.

10) Number of Classrooms and percentage of Classroom Utilization: Gives an accurate description of classroom usage. Enrichment classes are considered classrooms not used as homerooms or as special education classes. This is a very important consideration when planning solutions and/or alternatives. Class size may be included as this can be

an important consideration in comparing capacity of buildings and present enrollments. Often, present enrollment is below the original rated capacity, but all the rooms are being utilized.

11) Heating Cost: Gives the researcher an idea concerning which buildings are expending more or less money for heating costs. The heating costs should be further investigated if discrepancies are evident.

12) Additional Considerations: Other categories that might be considered in this chart are: Location which could give a general description of main thoroughfares, congestion problems, and proximity to public transportation and student busing.

IV. Problems Encountered

Examining each individual school building is a time consuming task.

V. Evaluation

The charts are useful in that they organize information concerning the district and make the information readily available when alternatives or solutions are being sought. If I were doing the charts over, I might change the organization of the space utilization chart. The organization of the chart could categorize the classrooms and other facilities available instead of listing them at random.

Space Utilization Chart

Space Description	Marion Street Cap. 600 Enrol. 395 Pro. 3 yr. 377	Waverly Park Cap. 350 Enrol. 250 Pro. 3 yr. 239	West End Cap. 600 Enrol. 417 Pro. 3 yr. 396	Atlantic Avenue Cap. 400 Enrol. 0 Pro. 3 yr. 0	North M.S. Cap. 350 Enrol. 280 Pro. 3 yr. 213	South M.S. Cap. 550 Enrol. 425 Pro. 3 yr. 337
Regular Classrooms:	20	12	17	20	8	11
Resource Rooms:	2	1			1	
Library:	1	1	1		1	1
Gymnasium:	1		1	1	1	1
Locker Rooms:		2	2	3	2	3
Health Room:						
Faculty Rooms:	1	1	2	1	1	3
Art Rooms:	1	1	1		1	2
Music Rooms:	2	1	2		1	2
Remedial Reading:	1	1	1		1	1
Instrumental Music Room:						
A-V Storage Rooms:			1			
Lavoratories:	8	2	8	6	6	5
Pupil Workrooms:						
Auditoriums:			1			
General Purpose Cafeteria:	1	1		1	1	
Speech Rooms:	1		1			
Math Labs:	1					
Supermarket:	1					
PTA Rooms:			1			
Writing Centers:			1			
Storage:	7	2	5	5	7	7
Conference Rooms:				2		1
Industrial Art Shops:					1	1
Home Ec.:					1	1
T.V. Studio:		1				1
Science:	1	1	1		2	3
Offices:	2	3	3		4	2
Mechanical Drawing						1
Typing:						1
Kitchens:				1	1	1
Custodial Rooms:	1		1	2	1	1
Boiler Room:	1	1		1	1	1

COMPARATIVE CHARACTERISTICS OF THE LYNBROOK PUBLIC SCHOOLS

	MARION STREET	WAVERLY PARK	WEST END	ATLANTIC AVENUE	NORTH M.S.	SOUTH M.S.
YEAR BUILT/ ADDITIONS	ORIG.--1928 ADD. #1--1950 ADD. #2--1962	ORIG.--1953	ORIG.--1924 ADD. #1--1950 ADD. #2--1950	ORIG. --1909 ADDITION--1928	ORIG.--1960	Orig.--1960
TYPE OF BUILDING	TWO STORY/ THREE LEVELS DIFFICULT FOR HANDICAPPED DIFFICULT TO DISTRIBUTE SUPPLIES/EQPT.	TWO STORY STRUCTURAL CHANGES CAN BE MADE TO ACCOMMODATE THE HANDICAPPED	TWO STORY DIFFICULT FOR HANDICAPPED DIFFICULT TO DISTRIBUTE SUPPLIES AND EQUIPMENT	TWO STORY DIFFICULT FOR HANDICAPPED DIFFICULT TO DISTRIBUTE SUPPLIES AND EQUIPMENT	TWO STORY STRUCTURAL CHANGES CAN BE MADE TO ACCOMMODATE THE HANDICAPPED	TWO STORY STRUCTURAL CHANGES CAN BE MADE TO ACCOMMODATE THE HANDICAPPED
ZONING	RESIDENTIAL	RESIDENTIAL	RESIDENTIAL	COMMERCIAL	INDUSTRIAL	RESIDENTIAL
CLASSROOMS	ORIG.: 23'X32' ADDITIONS: 23'X32'	TYPICAL 25'X33'	TYPICAL 23'X30'	TYPICAL 21'X30'	TYPICAL 27'X30'	TYPICAL 27'X30'
STORAGE	ADEQUATE	ADEQUATE	ADEQUATE	ADEQUATE	LIMITED	LIMITED

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	MARION STREET	WAVERLY PARK	WEST END	ATLANTIC AVENUE	NORTH M.S.	SOUTH M.S.
SECURITY COSTS (1980-1981)	SECURITY LIGHTING AMPLE $6,000	SECURITY LIGHTING AMPLE $6,000	SECURITY LIGHTING AMPLE $6,000	SECURITY LIGHTING AMPLE $6,000	SECURITY LIGHTING AMPLE $6,000	SECURITY LIGHTING AMPLE $6,000
NUMBER OF CLASSROOMS	REG.: 23 SPEC. ED.: 4 ENRICH.: 3 TOTAL: 30	REG.: 14 SPEC. ED.: 2 ENRICH.: 2 TOTAL: 18	REG.: 20 SPEC. ED.: 1 ENRICH.: 7 TOTAL: 28	REG.: SPEC. ED.: ENRICH.: TOTAL:	REG.: 13 SPEC. ED.: 2 ENRICH.: TOTAL: 15	REG.: 20 SPEC. ED.: 1 ENRICH.: TOTAL: 21
% OF CLASSROOMS	REG.: 77% SPEC. ED.: 13% ENRICH.: 10%	REG.: 78% SPEC. ED.: 11% ENRICH.: 11%	REG.: 71% SPEC. ED.: 4% ENRICH.: 25%	REG.: SPEC. ED.: ENRICH.:	REG.: 87% SPEC. ED.: 13% ENRICH.:	REG.: 95% SPEC. ED.: 5% ENRICH.:
HEATING COSTS (1980-1981)	$31,947	$22,136	$36,657	$34,551	$27,634	$40,195
LAVORATORIES	OLD WING--HALL NEW WING--HALL	LOWER GRADES, SELF-CONTAINED	ORIG.--HALL ADD. #1--HALL ADD. #2--HALL	HALL	HALL	HALL

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	MARION STREET	WAVERLY PARK	WEST END	ATLANTIC AVENUE	NORTH M.S.	SOUTH M.S.
AUDITORIUM AND GYMNASIUM	56'X120' 6,720 SQ. FT. CAPACITY: 420	52'X68' 3,510 SQ. FT. CAPACITY: 400	50'X97' 4,850 SQ. FT. CAPACITY: 420	AUD. 38'X52' 1,976 SQ. FT. GYM. 42'X80' 3,360 SQ. FT.	GENERAL PURPOSE ROOM 34'X44' 1,469 SQ. FT. CAPACITY: 220 GYM. 48'X66' 3,368 SQ. FT.	GENERAL PURPOSE ROOM 40'X42' 1,680 SQ. FT. CAPACITY: 220 GYM. 48'X66' 3,368 SQ. FT.
CAFETERIA	32'X44'	NONE-- GYMNASIUM USED	GENERAL PURPOSE ROOM AND GYMNASIUM USED	NONE	GENERAL PURPOSE ROOM USED	GENERAL PURPOSE ROOM USED
BUSINESS AND ADMINISTRATIVE OFFICES	1 SUP'T. 2 ASS'T. SUP'T. BUSINESS OFFICE SUP'T--BLDG. & GROUNDS HEALTH/SPECIAL EDUCATION 4 CLASSROOMS NEEDED---------->					
PLAYGROUNDS	KINDERGARTEN: (SMALL) GRASS AND SAND; GRADES 1-3; AMPLE; BLACK TOP AND GRASS/OTHER GRADES TENNIS/ BASKETBALL	KINDERGARTEN: AMPLE GRADES 1-5: AMPLE TENNIS AND BASKET-BALL COURTS	KINDERGARTEN: AMPLE GRADES 1-5: AMPLE TENNIS AND BASKETBALL COURTS	FIELD USED FOR H.S. GYM SPORTS PROGRAM AND GYM CLASSES; TENNIS COURTS BASKETBALL COURT	GRASS ATHLETIC FIELD TENNIS AND BASKETBALL COURTS	BLACK TOP AREA; GRASS ATHLETIC FIELD TENNIS/BASKETBALL COURTS

INDIVIDUAL BUILDING OPERATING COSTS

Paul Reilly

I. Description of Project

The group researching operating costs was responsible for collecting relevant information relating to specific building operating costs. The information was collected to help BUC fulfill its responsibilities as determined by the Lynbrook Board of Education in regard to:

(1) determining the cost savings actualized by the closing of and selling or rental of one or more buildings.

(2) being cognizant of the educational and physical assets and liabilities of our schools.

II. Procedure

To gather the information a chart was redeveloped to display pertinent information related to building operating costs. The model for the original chart was published in the American School Board Journal, v. 167, February 1980. The article, "Consider This Before Closing Schools," written by William Gordon and Larry Hughes, calls for the calculations being done with the original rated building capacities. In most of the categories, we used the rated capacities for the calculations, but we also recalculated the data using present enrollments. We feel that the calculations using present enrollments give a more accurate description of the costs per pupil in each area. Following is a description of how we obtained figures in each category.

(1) Capacity (total percent occupied)—These figures were obtained by dividing the rated capacity by the present enrollment, i.e., Marion Street School: 395 (present enrollment) divided into 600% (600 being the rated capacity) = 65.8% (total % occupied). These figures can be misleading because they do not take into account class size. Class size when the original capacity was determined may be different from the present class size, thus giving an inaccurate figure for % occupied.

In the capacity category, averages may be calculated by combining or separating certain schools and populations.

(2) Enrollment—In the category of enrollment, four sub-categories are developed: current enrollment, enrollment 6 years prior, the change in exact numbers and the percent change.

The percent changes, when totaled, give an overall view of the population growth or decline. Special categories may be set up and calculated depending on what type of information one wishes to generate.

(3) Maintenance Costs (With and Without Personnel Costs)—The original calculations called for only the rated capacities being listed to determine costs per pupil. We have also calculated costs per pupil using current enrollments. These calculations were developed to help deduce average maintenance costs and then to analyze these costs in relation to the average for the school district.

(4) Energy Costs—In this category, the energy costs per pupil were calculated using rated capacity and then using present enrollments. Average energy costs per pupil for the schools involved can be analyzed in their relation to closing a school.

III. Data Obtained

The information contained in the attached charts should aid in analyzing which schools are losing populations and which schools are operating within an average range in relation to maintenance and energy costs.

IV. Problems Encountered

The biggest problem encountered was determining what information was necessary and ascertaining how to calculate accurate information. Discovering the article, "Consider This Before Closing Schools," was the catalyst needed to categorize and generate accurate information.

Another avenue to explore in analyzing individual building costs could be New York State formulas. The formulas are entitled "Staffing and Expenditures Formulas With Selected Nomographs for New York State School Districts." The formulas were developed by the Educational Management Services in 1967 and since revised. The four formulas are: (1) Clerical Staffing; (2) Maintenance Workers and Custodians; (3) Total Instructional Expenditures; and (4) Operation and Maintenance of Plant Expenditures. Up-to-date formulas can be obtained by contacting the Division of Educational Management Services, The University of the State of New York, The State Education Department, Information Center, Albany, New York 12224.

Analyzing individual building costs is a critical area if a district is contemplating closing a school or just investigating declining enrollment. Once the data is generated, it is up to the citizen's committee to use the information properly. Closing a school may reduce many costs, but it is up to the citizen's committee to determine where costs will escalate in response to students being transferred to other schools.

Table 11
Annual Costs - Major Expenses Analysis Chart

Annual Costs: (Based on '80-'81 Expenditures)	Atlantic Avenue Cap. 400 Enroll. 0	Marion Street Cap. 600 Enroll. 395	Waverly Park Cap. 350 Enroll. 250	West End Cap. 600 Enroll. 417	North M.S. Cap. 350 Enroll. 280	South M.S. Cap. 550 Enroll. 425
Salaries of Prof. Personnel:						
Principal -	-0-	35,324	38,132	38,132	40,732	39,276
Retirement and Health Costs:	-0-	241,055	160,774	267,323	236,243	298,775
Staff	-0-	717,973	464,288	797,253	697,526	894,396
Total Professional		994,352	663,194	1,102,708	974,501	1,232,447
Salaries of Non-Prof. Personnel:						
Secretarial-		14,967	14,994	18,414	20,996	20,939
Cafeteria-		-0-	-0-	-0-	11,513	17,301
Custodial (2 3/4)	38,178	84,548	50,379	68,545	57,363	83,757
Monitors-		3,604	2,452	5,419	2,711	3,202
Retirement and Health Costs-	9,545	25,780	16,956	23,095	23,146	31,300
Total Non-Professional:	47,723	128,899	84,781	115,473	115,729	156,499
Utilities and Other Expenses:						
Fuel Oil-	35,174	32,644	22,757	34,280	24,334	40,891
Gas and Electric	5,547	12,858	10,573	11,924	16,475	20,600
Water-	737	782	771	1,169	1,023	815
Telephone (Adm.)	10,959	3,319	4,095	2,500	3,970	7,292
Insurance-	18,758	21,884	15,632	23,448	17,195	20,321
Upkeep-	2,162	2,225	739	1,182	684	689
Supplies (clean)	3,124	3,232	2,806	3,310	2,821	3,110
Repairs (Gen.)	25,279	14,947	6,133	7,581	11,880	12,536
Security	5,900	5,900	5,900	5,900	5,900	5,900
Total Util. and Expenses:	107,640	97,791	69,408	91,294	84,282	112,154
Total Estimated Annual Expenses:	155,363	1,221,042	817,383	1,309,475	1,174,512	1,501,100

153 154

Table 12

Total Cost Per Pupil By Building

Marion Street:	Capacity 600 Enrollment 395 Total Costs - $1,221,042 Cost per pupil - $3,091.25
Waverly Place:	Capacity 350 Enrollment 250 Total Cost - $817,383 Cost per pupil - $3,269.55
West End:	Capacity 600 Enrollment 417 Total Costs - $1,309,475 Cost per pupil - $3,140.23
North Middle School:	Capacity 350 Enrollment 280 Total Costs - $1,174,512 Cost per pupil - $4,194.69
South Middle School:	Capacity 550 Enrollment 425 Total Costs - $1,501,100 Cost per pupil - $3,532.00

STAFFING PATTERNS AND NEEDS

Mary Ann Nolan

I. Description of Project

To ascertain the necessary information concerning the possible relocation and/or excessing of staff in the event of a school closing, I contacted Dr. Seiderman for an anonymous list of staff members, their building assignments, their type of certification, if applicable, and their years of service in the district. These attempts were unsuccessful. Therefore, my team developed a questionnaire which was sent to the Lynbrook School District to be completed either by central office or the individual schools.

II. Procedure

The questionnaire developed listed several numbers for teachers at each grade level or department. The years of service and type of certification were to be filled out accordingly for each teacher checked. Also included on this form were aides, secretaries, and custodial staff and years of service for them. One form was to be completed for each school.

III. Data Obtained

The only data received from Lynbrook School District was a district wide teacher salary schedule which included the number of tenured and nontenured teachers on each step. This information was not useful since it did not include the teachers' respective buildings, years of experience, certification, or any information on non-professional staff.

IV. Problems Encountered

There was virtually no cooperation from the Lynbrook School District. I initially asked Dr. Seiderman for data in October. I received from his office totally different information than what I had requested and it was useless. We then proceeded to develop the questionnaire which was sent to Dr. Seiderman. I called him on December 23, as a follow up, and was told that the information could not be furnished because it was not available.

V. Evaluation

Before a project of this scope is undertaken, a reasonable length of time should be allocated for the training of the team members to insure effective performances on individual assignments. I feel that any school district seeking the aid of a consulting team must state its needs and be willing to furnish the necessary information required to see the project to its completion.

December 16, 1981

Dr. Bernard Seiderman
Superintendent of Schools
Atlantic Street School
Atlantic Ave.
Lynbrook, NY 11563

Dear Dr. Seiderman:

Enclosed is a questionnaire which needs to be completed either by your office or by the individual schools. This anonymous information is needed by the Staffing Patterns and Needs Committee to fulfill Hofstra's committment to the Lynbrook project.

Please complete these forms by December 22, 1981. If you have any questions or problems, feel free to contact me.

Thank you for your time and cooperation.

Sincerely,

Mary Ann Nolan
Chairperson
Staffing Patterns and Needs

work: 354-1656
home: 599-0485

Elementary Schools

Name of School _____

1 Position	2 Years of Service in District	3 Type of Certification
Principal Ass't. Principal		

Please check the number of teachers per grade or subject, then proceed to complete columns 2 and 3 accordingly.

Example:			
Kindergarten:	a x	10 yrs.	K-6
	b x	5 yrs.	N-6
	c		

Classroom Teachers:

Kindergarten:	a		
	b		
	c		
First Grade:	a		
	b		
	c		
	d		
Second Grade:	a		
	b		
	c		
	d		
Third Grade:	a		
	b		
	c		
	d		
Fourth Grade:	a		
	b		
	c		
	d		
Fifth Grade:	a		
	b		
	c		
	d		

1 Position	2 Years of Service in District	3 Type of Certification
Sixth Grade: a		
b		
c		
d		
Special Areas:		
Librarian: a		
b		
Art: a		
b		
Music: a		
b		
c		
Physical Ed.: a		
b		
c		
Speech: a		
b		
Reading: a		
b		
c		
Science: a		
b		
Special Education:		
Resource teacher: a		
b		
c		
Self-contained: a		
b		
c		
School nurse: a		
b		
Secretaries: a		
b		
c		
Custodians: a		
b		
c		
d		

1 Position		2 Years of Service in District	3 Type of Certification
Aides:	a b c d		
Others: Please specify			
_____	a		
_____	b		
_____	c		
_____	d		

Junior High School/High School

Name of School _____

1 Position		2 Years of Service in District	3 Type of Certification
Principal			
Ass't. Principal			

Please check the number of teachers per department, then proceed to complete columns 2 and 3 accordingly.

Example:			
English Dept.:			
Chairperson	x	22 yrs.	7-12
Teachers	a x	18 yrs.	7-12
	b x	8 yrs.	N-9
	c		
English Dept.:			
Chairperson			
Teachers	a		
	b		
	c		
	d		
	e		
Math Dept.:			
Chairperson			
Teachers	a		
	b		
	c		
	d		
	e		
Social Studies Dept.:			
Chairperson			
Teachers	a		
	b		
	c		
	d		
	e		

1 Position	2 Years of Service in District	3 Type of Certification
Science Dept.:		
Chairperson _____		
Teachers a _____		
b _____		
c _____		
d _____		
e _____		
Physical Education:		
Chairperson _____		
Teachers a _____		
b _____		
c _____		
d _____		
e _____		
Shop:		
Chairperson _____		
Teachers a _____		
b _____		
c _____		
Home Economics:		
Chairperson _____		
Teachers a _____		
b _____		
c _____		
Foreign Languages:		
Chairperson _____		
Teachers a _____		
b _____		
c _____		
d _____		
e _____		
Health:		
Chairperson _____		
Teachers a _____		
b _____		
Reading:		
Chairperson _____		
Teachers a _____		
b _____		
c _____		

1 Position	2 Years of Service in District	3 Type of Certification
Business:		
Chairperson _____		
Teachers a_____		
b_____		
c_____		
d_____		
e_____		
Art:		
Chairperson _____		
Teachers a_____		
b_____		
c_____		
d_____		
Music:		
Chairperson _____		
Teachers a_____		
b_____		
c_____		
d_____		
Speech:		
Chairperson _____		
Teachers a_____		
b_____		
c_____		
Nurse: a_____		
b_____		
Library: a_____		
b_____		
Special Education:		
Resource Teachers		
a_____		
b_____		
c_____		
Self-Contained:		
a_____		
b_____		
c_____		

1 Position	2 Years of Service in District	3 Type of Certification
Secretaries:		
a_____		
b_____		
c_____		
d_____		
e_____		
Custodians:		
a_____		
b_____		
c_____		
d_____		
e_____		
Aides:		
a_____		
b_____		
c_____		
d_____		
e_____		
Others: **Please Specify**		
_____ a_____		
_____ b_____		
_____ c_____		
_____ d_____		
_____ e_____		

EDUCATIONAL PROGRAM IMPLICATIONS

Julia Van de Water
James Westpfahl

I. Description of Project

This section of the study explores those rather broad, but critical, areas which are believed to have educational implications, namely, the utilization of facilities, the management of curriculum, and the employment of human resources.

II. Procedure

Information was gathered through interviews of principals and central office administrators, observation, and discussion with Lynbrook teachers.

III. Data Obtained

In general, it was found that the educational leaders of the Lynbrook Public Schools, in light of the declining enrollment, have successfully dealt in recent years with the three areas of facility utilization, curriculum management, and human resource employment while endeavoring to stay within budgetary constraints.

Prior to the current era of declining enrollment, the Lynbrook School District was hard pressed for rooms to be used for purposes other than that of "traditional" classrooms. As the space has become available in the elementary schools, the principals have developed programs which provide continuous progress in basic skills and/or enrichment in areas not always applicable with classes which are heterogeneously grouped. By referring to the attached diagram, one can see how each of the three elementary schools is currently utilizing its available classroom space.

For example, each elementary school has a science resource teacher whose primary role within the building is to teach the science curriculum. This concept appears to afford the students the benefit of having a teacher who is better prepared and equipped to provide more than the customary overview of the sciences in an atmosphere approaching that of a junior high.

The elementary principals have also introduced a general resource center concept which translates into an array of materials centrally located and available for teacher and student use.

Computers, developmental reading kits, remediation materials, and items to stimulate those youngsters requiring educational challenges are among the holdings housed in the district's elementary resource rooms. This type of resource room should not be confused with another room, the Learning Disabilities Resource Room. The latter is used for the remediation of children labeled as handicapped by the district's Committee on the Handicapped.

In addition, each school has utilized its available empty rooms for activities which will enrich its student population. For example, Marion Street School has instituted a school store and a supermarket where the children can get "hands-on" experience in handling money, learn marketing techniques, and general living skills not easily taught within the confines of the conventional classroom.

Waverly Park School adapted an empty room into a television studio. This permits the students to develop not only TV production skills, but also enhances oral communication abilities, writing talents, and "stage presence." A preschool program open to all district residents operates weekly during two ten-week sessions in the all-purpose room (cafeteria). Such a program fully utilizes a facility previously used only to seat youngsters during lunch periods.

West End School is using one of its rooms for a Lincoln Center Performing Arts Room. Teachers who have received training during their summer break work with their students in a specific area of the performing arts, for example, dance. At year's end, the children accompany their teacher on a trip to Lincoln Center and attend a performance focusing on what they have learned throughout the year. The principal and staff have also recently developed a program designed to improve the school population's writing skills. One of the vacant rooms is committed to this end.

With the decreased number of students in each class and the total number of classes per day, each school's support personnel (art, music, physical education, and library) are better able to deal with the individual needs of the children. The building administrators have been able to design their master schedules to allow the support teachers the time to work with the classroom teachers and students to develop and implement special programs. For example, art teachers are often found working with the classes on creative projects that support and extend the learning process initiated within the standard academic curricula. Librarians are actively pursued to work with children to develop effective research skills.

In districts where there is declining enrollment and consolidation is being considered, the problem exists with each school

building within the district using different text series for each academic area. Lynbrook has insightfully approached their academic choices on the district-wide level. Children who may have to attend a different school will not miss learning certain skills due to a different book being used for reading or math.

There is little question that interscholastic athletics is an essential extension of the educational program offered at the secondary level. A question must be raised as to the potential effect that the loss of any of the school buildings or grounds would have on sports. The sports calendar offered to junior and senior high students is spread over three seasons. Virtually every public school in New York State runs its sports during the same seasons. The number of sports, the number of appropriate facilities, and the breakdown between boys' and girls' sports puts a strain on a school district's available gymnasia and playing fields. Lynbrook is currently using the indoor and outdoor athletic facilities of every school building in the district to accommodate the space demands of the secondary athletic program, with the exception of the West End School. However, it is anticipated that the West End Elementary School grounds will be utilized in the Fall 1982 for soccer. Thus, consolidation of schools must take into consideration the resulting impact on Lynbrook's interscholastic and extracurricular athletic activities.

During personal interviews with each elementary principal, the following questions were asked: 1) If one of the other elementary schools were to close next year and your school had to accept its share of the students, how would you handle the influx? and 2) How would the additional students affect your school and the programs now underway? In short, what are the educational implications of such a change? Although the answers were as varied as are the principals and their respective schools, common beliefs were held by all three individuals: specifically, 1) Those rooms currently being used for the resource rooms would have to revert back into classrooms. Most of the resource programs would have to be eliminated due to the lack of space. 2) Since no two schools possess the sufficient number of rooms to house those children attending the school to be closed, class size would have to increase from the now average size of twenty-two. In order to meet the needs of all their children, more teacher time would have to be spent developing plans, techniques, and actual teaching of "basic" skills appropriate to a larger class. Less time would probably exist for these curriculum resource centers and/or projects now in effect. 3) Master schedules would have to be tightened up. Support personnel would no longer have the time to teach anything but the essential and required curriculum. 4) With more children in a particular building, teacher time would be diverted from creating to supervising.

Table 13

Educational Programs

Using Prior	# Rooms Available Possibly Requiring Use of Prior Classrooms	School	for Reconversion to Classroom Use	Programs Classrooms
Marion Street	2	School Store Model Supermarket	Journalism Drama Math Olympiads Yearbook Student Council Newspaper Community Service	
Waverly Park	3	TV Room Preschool Program Top (Teach One Person)-Sr. Citizen Tutoring Program Philosophy for Children Program-Pilot Gifted/Talented Program for Top 4th Grade Reading and all 5th Grade Students	TV Studio Club Newspaper Student Council Computer Club Puppetry Club	
West End	5	Model Writing Center Lincoln Center Arts Room Alternative Classroom PTA/Art Studio TV Studio	Math Olympiads Red Cross Newspaper Computer Club Safety Patrol Video Artist Club (TV) Student Council	

Declining enrollment has generally meant a smaller class size. The principals and classroom teachers feel that children get more of the individual attention young learners need to succeed in school. It also translates into enrichment for those who need the challenge. In summary, it appears that the individual school buildings of the Lynbrook School District have effectively managed to take good advantage of the declining enrollment phenomenon. Rooms are utilized. Teachers are challenged. Students are motivated.

IV. Problems Encountered

Due to our inflexible schedules, it was impossible to spend time at each Lynbrook school during their school day to observe and verify activities in question.

There existed a lack of exposure to the total Lynbrook picture, i.e. BUC and Board of Education meetings and central office question and answer periods.

V. Evaluation

A lack of general networking concepts was apparent in terms of minimal formal verbal communication and exchange of research findings amongst the members and respective committees of the Hofstra team.

In spite of the above, the experience and exposure to the practical examination of declining enrollment proved to be beyond these writers' expectations as graduate students. Thanks for including us.

OTHER EDUCATIONAL FACILITIES

Barbara Walsh

I. Description of Project

In order to project the enrollment in the public schools in the district, it is necessary to study the enrollment in the private schools attended by students in the Lynbrook School District.

This study was undertaken to determine if enrollment in the private schools serving the Lynbrook residents was increasing and therefore contributing to the declining population in the Lynbrook District Public Schools.

The enrollment in the seven private high schools and ten elementary schools servicing students in the Lynbrook School District was surveyed for the academic years 1978 through 1982.

II. Procedure

Information was obtained from the Lynbrook Central School District Office. Private School enrollment numbers were based on the number of students receiving textbook and transportation subsidies from the Lynbrook School District.

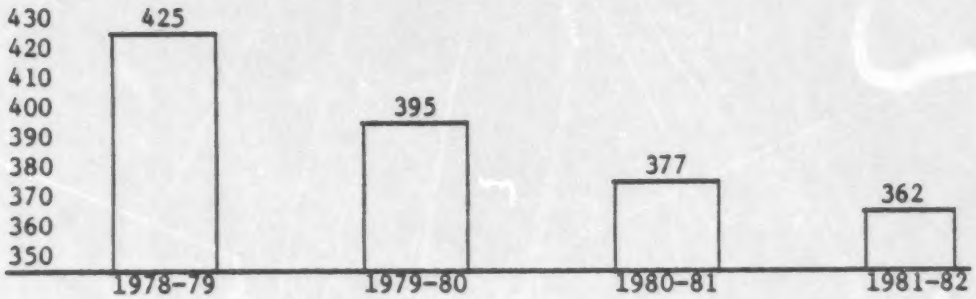
III. Data Obtained

Students residing within the Lynbrook School District attend the following non-public schools.

High School	Elementary School
Chaminade H.S., Mineola	Hebrew Academy of Nassau County, Uniondale
Maria Regina Diocesan H.S., Uniondale	Holy Name of Mary, Valley Stream
Sacred Heart Academy, Hempstead	Our Lady of Peace, Lynbrook
St. Mary's H.S., Manhasset	St. Agnes, Rockville Centre
St. Paul's School, Garden City	St. Andrew's, Oceanside
St. Pius H.S., Uniondale	St. Joseph, Hewlett
Woodmere Academy, Woodmere	St. Paul's, Garden City
	St. Raymond's, East Rockaway
	Transfiguration Day School, Freeport
	Woodmere Academy, Woodmere

The non-public school enrollment between 1978 and 1982 declined by 63 students. This represents an overall decline of approximately 15%.

(Non-Public School Enrollment) 1978 - 1982



GRADE LEVEL ENROLLMENT - NON-PUBLIC SCHOOLS

	1978-79	1979-80	1980-81	1981-82
K	24	43	22	21
1	29	26	27	29
2	30	30	25	28
3	37	31	35	30
4	48	35	31	34
5	30	50	29	27
6	50	30	47	33
7	30	49	35	42
8	42	11	47	35
9	26	20	22	24
10	16	30	21	20
11	37	16	23	18
12	26	24	13	21
TOTAL -	425	395	377	362

ENROLLMENT PATTERNS - ELEMENTARY AND HIGH SCHOOL LEVELS

Total Elementary Enrollment:

1978-79	1979-80	Percentage of Change
320	305	- 4.6%

Total High School Enrollment:

105	90	- 14%

Total Elementary Enrollment:

1979-80	1980-81	Percentage of Change
305	298	- 2.3%

Total High School Enrollment:

90	79	- 12%

Total Elementary Enrollment:

1980-81	1981-82	
298	279	- 6.3%

Total High School Enrollment:

79	83	+5%

OVERALL PERCENTAGE OF DECLINE

	1978-79	1981-82	
Elementary	320	279	12.8%
High School	105	83	20.9%

IV. Problems Encountered

Originally, the enrollment information was going to be obtained from the individual non-public schools. In attempting to solicit this information, the researcher found that the enrollment records were not always available to an outside source and those which were available were, at times, unclear. Since the funding of textbooks and transportation for students attending non-public schools necessitates record keeping, the researcher determined those records would be a more valid source of information.

V. Evaluation

This study indicates that the overall enrollment in non-public schools has decreased over the past four academic years.

It would appear that private schools are not a major contributing factor in the declining enrollment in the Lynbrook School District.

For further study, it would be advisable to determine if students attending non-public schools cluster in one specific neighborhood area.

A comparison between non-public school enrollment with public school enrollment for the same years would indicate whether declining enrollment is a factor of birth rate, or a reflection of attitudes toward Lynbrook Public Schools.

LEGAL CONSIDERATIONS OF DECLINING ENROLLMENT

Chris Desposito
Mary Ann Nolan
Peter A. Pantina

I. Project Description:

The Legal Team has brought together and classified those New York State statutory laws and cases that relate to declining enrollment and its consequences. The classification was organized and prepared in chart form, so that the Board of Education, the consultant team, and other interested parties could easily locate and review these laws. The chart identifies the subject of the law, proceeds to make a statement relevant to the subject, and offers the appropriate legal citation.

II. Procedure:

The team met with Professor A. William Larson of the Educational Administration Department of Hofstra University. Professor Larson, who teaches courses in educational law, referred the team to William J. Hageny's School Law which primarily deals with New York State statutory laws pertaining to education. In addition, the team corresponded with NYSUT's legal department, and consulted with attorneys familiar with school law, particularly Dr. Ciro Matarazzo, a teacher in the Carle Place Public Schools, and recent law school graduate.

III. Data Obtained:

The data is primarily a restatement, from Hageny's School Law and other sources, of laws pertinent to the decision-making process related to the closing of schools, the disposition of closed schools, alteration or dissolution of districts, staff placement, and environmental considerations.

IV. Problem encountered:

The only problem encountered was the deciphering of the citations. Once an understanding of the abbreviations and symbols was attained, the problem was significantly alleviated.

V. Evaluation

We believe that a careful reading of the chart can build awareness of the laws governing school districts in actions they may take in dealing with the effects of declining enrollment. If we were to suggest some improvement in our own work, it would relate to our reliance upon secondary sources. One should really delve into such primary sources as New York State Education Law, Rules of the Board of Education, and Decisions and Opinions of the Commissioner.

THE LEGAL CONSIDERATIONS OF DECLINING ENROLLMENT

SUBJECT	STATEMENT	BASIS IN N.Y.S. EDUCATION LAW (STATUTORY) OR CASE
AUTHORITY TO CLOSE A SCHOOL	The Board of Education has the right to discontinue the use of a school building, so long as such decisions have a rational basis; for example, in times of pupil enrollment decrease. Such a decision will not be set aside unless arbitrary. An environmental impact statement is not required in the determination of a Board of Education to close a school, since such an activity is deemed a "routine activity" of an educational institution.	Matter of DeVito vs Nyquist, 56AD2d 159, affirmed 43 NY 2d 681. Commissioner's Decision #9079. Opinion of the Commissioner of Education, Dept. 1974 14 Educ. Rep 83. Petition of Hopkins 1979, 99Misc 2d 216, 415NY 2d 774.
RESCINDING AUTHORITY TO CLOSE A SCHOOL	A school board may rescind an action to discontinue the use of a school building, before such action becomes final.	Matter of Weinbrown vs B.O.E. 28 NY 2d 474.
AUTHORITY TO REZONE ATTENDANCE AREAS	A Board of Education may create new attendance zones within the school district.	Matter of DeVito vs Nyquist, 56AD2d 159, affirmed 43 NY 2d 681
ENROLLMENT PROJECTIONS	School districts are required to prepare long-range plans on fiscal matters and programs; specifically, 3-year fiscal and program projections, and 6-year enrollment decline or growth projections. Submission to the Commissioner of Education must be made by May 1, each year, and are to be made available for inspection by the voters of the district.	Sec 1608a and 1716 of the Education Law.

SUBJECT	STATEMENT	BASIS IN N.Y.S. EDUCATION LAW (STATUTORY) OR CASE
DISPOSITION OF CLOSED SCHOOL BUILDING -- SALE	The Board of Education, when authorized by a vote of the qualified voters of the school district, may sell any former school site or lot, or any real estate (the title to which is vested in the Board), buildings thereon, and appurtenances. The voters shall prescribe the price and terms.	Sec 1709 of the Education Law.
	In a central school district, property which the Board deems of no use or value may (after a period of at least seven years of centralization) be sold without the approval of the voters; however, if a petition of at least 10% of the voters is submitted to the Board, such sale must then be submitted to the voters, requiring an affirmative vote of the majority of voters before the Board can act.	Sec 1804, 4c of the Education Law.
	The central school district Board may sell a closed school building without the vote of the district, five years from the discontinuance of the school. The proceeds are to be apportioned to the taxpayers of the district, unless the district has outstanding indebtedness.	Laws of 1962 Chapter 661.
	In union free school districts, the board may sell real property only when authorized by a vote of the qualified voters.	Sec 1790-11 of the Education Law.
	In selling or disposing of school district property, the Board of Education has a fiduciary responsibility to obtain the best price possible, but may exercise discretion concerning the method of sale which will bring the best price.	1977, 16Educ Dept Rep 331.

SUBJECT	STATEMENT	BASIS IN N.Y.S. EDUCATION LAW (STATUTORY) OR CASE
DISPOSITION OF CLOSED SCHOOL BUILDING -- CONDEMNATION	The District Superintendent in his or her general powers or duites may condemn a schoolhouse.	Sec 416 of the Education Law.
DISPOSITION OF PROPERTY RESULTING FROM SALE OR DEMOLITION	The sale of material and personal property resulting from the abandonment, sale, and/or demolition of a closed school building, need not be authorized by the school district voters.	1977, 16Educ Dept Rep 331.
DISPOSITION OF CLOSED SCHOOL BUILDING -- CONVERSION TO OTHER USE	The Board of Education has the power to alter and equip for use as a public library, any former schoolhouse or part thereof, the title to which is vested in the Board. Such a decision must be duly authorized by the qualified voters of the school district.	Sec 1709 of the Education Law.
DISPOSITION OF CLOSED SCHOOL BUILDING -- EXCHANGE	Real estate belonging to the school district may be exchanged for the purpose of improving or changing schoolhouses.	Sec 1709 of the Education Law.
DISPOSITION OF CLOSED SCHOOL BUILDING -- LEASING	The school district may lease surplus school buildings and property to a non-profit corporation for purposes related to the aged. Such a lease may not be for longer than one year, unless approved by the voters.	Chapter 571 of the Laws of 1972 Sec 402.

SUBJECT	STATEMENT	BASIS IN N.Y.S. EDUCATION LAW (STATUTORY) OR CASE
DISPOSITION OF CLOSED SCHOOL BUILDING -- LEASING (continued)	A town may lease an unused school building and grounds, for a period up to ten years.	Chapter 571 of the Laws of 1972 Sec 403A.
	Prior to the sale of an unused schoolhouse, the school district may lease the building for residence purposes for a period not in excess of one year, if the school has not been operating at all for two or more years.	Chapter 571 of the Laws of 1972 Sec 402.
	A Board of Education may lease an unused school building, for a term not to exceed ten years — as long as the lease is in the best interest of the school district. A lease in excess of ten years is permissible with voter approval by referendum.	Chapter 571 of the Laws of 1972 Sec 402 and 403A.
	Other than leasing, a school district may not rent its property; the Board, however, may allow organizations the use of its facilities and require recompense for expenses incurred; for example, utilities, custodial and other expenses.	Chapter 571 of the Laws of 1972 Sec 414.
DISPOSITION OF CLOSED SCHOOL BUILDING -- GIFT	When no longer needed, the conveyance of school buildings and sites may be made with or without monetary consideration, so long as the conveyance is to a public corporation such as county, city, town, village, State housing authority, et.al.	Sec 405 of the Education Law.

SUBJECT	STATEMENT	BASIS IN N.Y.S. EDUCATION LAW (STATUTORY) OR CASE
DISPOSITION OF CLOSED SCHOOL BUILDING -- REVERSION TO ORIGINAL OWNER	The original deed for school district property may contain a "reversion clause," in which case, the property may not be normally disposed, but may revert to the original owner.*	*may not be binding in law — consult an attorney.
ALTERATION, ANNEXATION, OR DISSOLUTION OF THE SCHOOL DISTRICT	In times of declining enrollment, a central school district, with the approval of the superintendent, may dissolve the district, and assign students to neighboring districts. The district superintendents in two or more adjoining districts may form a joint school district, so long as the public interest is respected. "With the written consent of all the districts to be affected," the superintendent may alter the district boundaries.	Sec 1505 of the Education Law. The Grand Gorge Central School Case, 1980. Sec 1504.1 and 2 of the Education Law. Sec 1507 of the Education Law. Matter of Zeltmann, No. 9070.
STAFF PLACEMENT/ REASSIGNMENT WHEN SCHOOL DISTRICTS CONSOLIDATE	When two school districts consolidate to form a new district, a teacher originally employed by one of the former districts carries into the consolidated district the same tenure rights possessed in the former district in which she or he was employed. If there should be more teachers with tenure in certain tenure areas than there are positions in those areas in the consolidated district, those teachers having seniority would be retained. A preferred list in order of seniority would then be drawn up for remaining teachers.	See: Tenure Law.

SUBJECT	STATEMENT	BASIS IN N.Y.S. EDUCATION LAW (STATUTORY) OR CASE
TRANSFER OF STUDENTS	Just as the Board of Education may transfer students from one class or department to another, it may transfer students from one school to another. Even when the transfer consists of the entire population of a particular school, that transfer is considered a "routine activity," no matter how extensive.	514 NYS Supplement 2nd Series.
SITE AND ENVIRONMENTAL CONSIDERATIONS**	The State regulates the size of the site of school buildings as follows: (1) Elementary school: minimum 3 acres plus 1 acre per 100 pupils; (2) Secondary school: 10 acres base plus 1 acre per 100 pupils.	Sec 408 of the Education Law.
	A school district action that may have a significant effect on the environment requires that an environmental impact statement be submitted to the Commissioner of Education.	Sec 155.5 Commissioner's Regulations.
	School districts are required to check all school buildings for possible hazardous asbestos conditions.	School Asbestos Safety Act of 1979.
	All new public buildings "likely to be used by physically handicapped persons," must manifest easy access by such persons.	Federal Rehabilitation Act of 1973, Sec 504.
	**Note: The purpose of including these site and environmental considerations is to suggest that they too should be thought about when deciding which school should be closed.	

PARTICIPANT EVALUATION OF PROJECT

Carl Bonuso
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The project was evaluated by each of the participants using the evaluation form on the following two pages. The following is the analysis of the responses to this evaluation.

Table 14 presents the results of question 1.0 which explores how useful each activity was to those who participated in that activity. It was felt that a large number of positive responses surfaced in regard to the Enrollment Projections and Community Survey activities because these well directed activities enabled all participants to learn new skills via active involvement in the group's activities.

Few responses were received from the following committees: Facilities and Space Analysis, Individual Building Operating Costs, and Other Education Facilities. From the original roster, it appeared that more people had volunteered for these committees. Possibly, therefore, few people actually participated or those who did participate did not return a completed evaluation form. As a result, a detailed analysis was difficult. However, one might inquire: (1) Were these tasks better suited for small committees? or (2) Did they offer a positive learning experience, but for no more than one or two members?

The responses gleaned in reference to the Legal and Statutory Aspects and the Transportation and Attendance Areas committees also indicated that these tasks should also be handled by a minimal number of participants. Furthermore, as these committees contained repetitive data gathering activities, they may have seemed less rewarding than more activity-oriented committees.

The Historical Data, Staffing Patterns and Needs, and Educational Program Implications committees responses were varied. This might be attributed to an improper distribution of subtasks, an inappropriate number of group participants, or the complications that surfaced in regard to information retrieval from Lynbrook.

As can be seen in Table 15, most people felt that they learned a great deal about the causal factors and implications of the declining enrollment situation as well as the function of educational leaders in dealing with this problem and the tasks necessary for the management of its resolution.

Evaluation Form

One of the purposes of the Hofstra University Declining Enrollment Consulting Team was to provide an opportunity to be involved in a genuine administrative experience. To help us evaluate the success of this project, please complete the following questionnaire.

1.0 Please check the committees on which you served and circle the number which best describes your feelings toward the experience. If you have comments or suggestions, either positive or negative, concerning any of the activities, please let us know.

	Activity	Useless				Useful
___	Enrollment Projections	1	2	3	4	5
___	Facilities and Space Analysis	1	2	3	4	5
___	Individual Building Operating Costs	1	2	3	4	5
___	Historical Data	1	2	3	4	5
___	Staffing Patterns and Needs	1	2	3	4	5
___	Educational Program Implications	1	2	3	4	5
___	Transportation and Attendance Areas	1	2	3	4	5
___	Community Survey	1	2	3	4	5
___	Legal and Statutory Aspects	1	2	3	4	5
___	Other Educational Facilities	1	2	3	4	5

In terms of the general experience, please circle the number which best describes your feelings.

2.0	Content	Not at All				Very Much S
2.1	I learned about the factors related to declining enrollment.	1	2	3	4	5
2.2	I learned about the functions of educational leaders in dealing with the problem of declining enrollment.	1	2	3	4	5

		Not at All				Very Much So
2.3	I learned more about the implications of declining enrollment.	1	2	3	4	5
2.4	I learned about the tasks necessary to the management of declining enrollment.	1	2	3	4	5

3.0	Process	Not at All				Very Much So
3.1	I can now participate more fully in a declining enrollment reorganization activity in my own district.	1	2	3	4	5
3.2	Active participation on this team was more useful than traditional classroom presentations.	1	2	3	4	5

4.0	Attitudes					
4.1	I am more confident about my administrative skills in dealing with the issues of declining enrollment:					
	Task-oriented skills	1	2	3	4	5
	Humanistic skills	1	2	3	4	5
4.2	I feel the team's efforts provided vital information to Lynbrook.	1	2	3	4	5
4.3	I feel confident that this material will be a serious part of the district's decision-making process.	1	2	3	4	5

Additional Comments:

Thank you for your time and effort.

Table 14

Usefulness of Activity

Activity	n	Rating* $\bar{x}$	Range
Enrollment Projections	10	4.50	3-5
Facilities and Space Analysis	2	5.00	5
Individual Building Operating Costs	1	5.00	5
Historical Data	4	2.75	1-4
Staffing Patterns and Needs	4	3.66	2-5
Educational Program Implications	7	2.88	1-5
Transportation and Attendance Areas	2	3.50	3-4
Community Survey	11	4.90	4-5
Legal and Statutory Aspects	3	4.30	4-5
Other Educational Facilities	1	4.00	4

*1-5
1 = useless
5 = useful

Table 15

Beliefs Concerning
Content Value of Project

Content-Related Experiences	n	Rating* $\bar{x}$	Range
I learned about the factors relating to declining enrollment	16	4.06	2-5
I learned about the functions of educational leaders in dealing with the problem of declining enrollment	16	3.75	1-5
I learned more about the implications of declining enrollment	16	3.75	2-5
I learned about the tasks necessary to the management of declining enrollment	16	4.00	2-5

*1-5
1 = Not At All
5 = Very Much So

There appeared to be an overwhelmingly positive reaction to the value of the process-related experience of working on the Declining Enrollment Team, as can be seen in Table 16. The members felt that this activity was far more effective than a traditional classroom presentation. The exercise was perceived as being a practical appendage to a theoretically-based approach to the declining enrollment problem.

The participants indicate that they felt better able to deal with the task-oriented and humanistic aspects of the declining enrollment situation as is illustrated in Table 17. Although they felt the team's efforts resulted in vital information being provided to Lynbrook, participants were far less confident that such information was to be a serious part of the district's decision-making process.

Although four participants out of the 20 involved in the project did not return evaluation forms, the comments received reported that the "team meetings" were worthwhile, organized, and informative. However, whether these "team meetings" referred to complete Decline Team or activity group meetings was not specified. On the other hand, a lack of communication appeared to be the most prevalent negative comment that was received. Table 18 illuminates these comments.

In summary, analysis of the evaluations appears to strongly indicate that involvement in the declining enrollment consultation work was a rewarding and positive experience. Although a number of "negative" comments were submitted in response to the "Additional Comments" section of the evaluation form, it should be noted that such comments may have reflected an attempt to make a valuable exercise even more worthwhile.

An arrangement had been made with Dr. Seiderman to obtain feedback from the Lynbrook administrative staff, BUC committee, and school board concerning the efficiency and effectiveness of the Hofstra University Declining Enrollment Consulting Team. The evaluation forms forwarded to Dr. Seiderman (District Superintendent), Ms. Levinson (Assistant Superintendent) and Mr. Brancifort (Assistant Superintendent) have not yet been completed. In addition, a modified evaluation form will be sent to the members of the Board of Education and Building Utilization Committee after a final decision by the board for the purpose of gaining an indication of the Decline Team's value and usefulness as perceived by the various elements of the school and community it served.

Table 16

Beliefs Concerning
Process Value of Project

Process-Related Experiences	n	Rating* $\bar{x}$	Range
I can now participate more fully in a declining enrollment reorganization activity in my own district.	16	4.37	2-4
Active participation on this team was more useful than traditional classroom presentations.	16	4.50	4-5

*1-5
1 = Not At All
5 = Very Much So

Table 17

Beliefs Concerning
Outcomes of the Project

Attitude-Related Experiences	n	Rating* $\bar{x}$	Range
I am more confident about my administrative skills in dealing with the issues of declining enrollment:			
Task-oriented skills	16	4.37	3-5
Humanistic skills	16	4.00	3-5
I feel the team's efforts provided vital information to Lynbrook	16	4.00	1-5
I feel confident that this material will be a serious part of the district's decision-making process	16	2.74	1-4

*1-5
1 = Not At All
5 = Very Much So

Table 18

Categorization of Additional Comments

Positive Categories	n
Positive comments about team members	4
Positive comments about team leaders	1
Positive comments about team meetings (worthwhile, organized, informative)	7
Learned practical skills	2
Not a waste of time	1

Negative Categories	n
Communication Problems (Did not know what to do. Did not learn what other groups did.)	7
Political implications (We were not useful.)	3
Time too short	3
Dropped out of activities	2
Should have been fewer, more global activities	1

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